



THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE

St. Joseph's Catholic Primary School

Religious Education Policy

Growing closer to God

I am the Way, the Truth and the Life (John 14:6)

Our mission at St. Joseph's is to offer the community an encounter with the living God - Jesus Christ: The Way, The Truth, The Life. Our vision is to capture hearts to follow His way, enlighten minds to seek His truth and awaken souls to embrace His life. We believe in an education for the whole child - heart, mind and soul.

PHILOSOPHY AND AIMS

Rationale of Religious Education:

The primary aim of Catholic Religious Education is to deepen pupils' understanding of God's self-revelation, which reaches its fullness in the person of Jesus Christ. Through Christ, we come to understand the profound truth of what it means to be human: that we are created by God and, through the Holy Spirit, united with Christ in His Incarnation. This divine revelation is made known to us through Sacred Scripture and the living Tradition of the Church¹, as taught by the Magisterium.

Religious Education enables pupils to explore and experience the meaning of this revelation in their own lives and within the life of the Church community. For some pupils, RE may serve as catechesis, nurturing and deepening an existing faith; for others, it may be an experience of evangelisation, offering a first encounter with the truths of the Catholic faith.

Despite these different experiences, the primary purpose of RE remains educational: a systematic and developmental study of the mystery of Christ, the teachings of the Church, and their relevance to daily life². As



such, RE is a core subject in our curriculum and is planned, taught, assessed, and monitored with the same academic rigour as other core subjects.

The ultimate goal of Religious Education is to form religiously literate and spiritually aware young people who, in accordance with their age and capacity, have the knowledge, understanding, and skills to reflect spiritually, think ethically and theologically, and respond to the call of faith in their everyday lives³.

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

The aims of Religious Education (RE) are to live out the school's ethos in every lesson by promoting:

- ✚ knowledge and understanding of Catholic faith and life,
- ✚ knowledge and understanding of faith to the ultimate questions about human life, its origin and purpose;
- ✚ skills required to examine and reflect upon religious belief and practice, and foster appropriate attitudes.

PROGRAMME of STUDY

At St Joseph's, we dedicate 10% of curriculum time to Religious Education (RE), in line with the expectations of the Catholic Bishops' Conference of England and Wales. This time is used to explore scripture, prayer, liturgy, and the teachings of the Catholic Church in a meaningful and age-appropriate way. Please note that this allocation does not include time set aside for Collective Worship, PSHE, or RSE lessons.

The recommended time allocation is as follows:

- Foundation Stage (Reception):
36 hours per year, integrated into the learning environment and daily routines.
- Key Stage 1 (Years 1–2):
10% of curriculum time, which equates to approximately 2¼ hours per week.
- Key Stage 2 (Years 3–6):
10% of curriculum time, which equates to approximately 2½ hours per week.

To ensure we meet these expectations and cover the areas outlined in the Religious Education Directory (RED) 2023, we follow the curriculum 'To Know You More Clearly', which is approved by the Catholic Bishops of England and Wales. The Diocese of Arundel and Brighton supports schools in delivering this curriculum through a range of resources and guidance which include the Day by Day Planning structure.

The RED provides a clear framework that includes:



- Prescribed end-of-year-group outcomes
- A model curriculum to support planning and delivery
- Key structural elements such as knowledge lenses, ways of knowing, expected outcomes and curriculum branches

The Day by Day Curriculum Planning as outlined by the RED has 6 branches (themes) which follow the story of Jesus through the Bible: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Dialogue and Encounter.

Each half term, the whole school explores one of these themes through year group-specific topics, ensuring a cohesive and progressive learning journey. This results in six RE topics taught per year, allowing pupils to deepen their understanding of faith in a structured and engaging way.

Creation and Covenant We look at the beginning of the story.	Prophecy and Promise Look at the Prophets of the Old testament	Galilee to Jerusalem The life and teachings of Jesus	Desert to Garden The temptation in the desert through to the garden of resurrection.	To the end of the earth The early church, including Pentecost.	Dialogue and Encounter Time to talk about and discuss other religions.
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EXPECTATIONS

Religious Education is a rigorous academic subject and, as such, is taught, assessed, and resourced with the same high standards and expectations as other core curriculum areas. At St Joseph's, our approach to marking in RE aligns with the whole-school marking policy and reflects the importance we place on academic excellence across all subjects.

The Long-Term planning is directed by the RED for each year group. The planning structure contains the Christian doctrine for each topic; content and focus of the theme; key concepts, skills and attitudes; the Scripture for each topic and progression of learning outcomes through the years.

The Medium -Term planning is provided by the Education Service of Arundel and Brighton Diocese(Day by Day Planning). The Medium-Term plan includes; age related learning outcomes, key Scripture for each topic, suggested activities and assessment statements linked to the RED.



Short- Term planning is the responsibility of the class teacher. Using the RED and Day by Day planning as guidance, teachers ensure the use of appropriate learning objectives, steps to success and activities, planning to ensure achievement of the learning outcomes outlined in the RED and including opportunities for assessment (peer, self or teacher).

ASSESSMENT

Assessment in Religious Education (RE) is designed to identify what pupils know, understand, and can do in relation to the taught curriculum. It is important to note that RE assessment does not evaluate a child's personal faith or religious practice.

Assessment is based on the concepts, skills, and attitudes developed through each theme and the associated learning outcomes. Each topic includes clear summaries of the knowledge and understanding pupils are expected to demonstrate.

At St Joseph's, all RE topics are now aligned with the Religious Education Directory (RED) Assessment Framework, which focuses on assessing pupils' progress in religious knowledge and skills. When reporting to parents, teachers focus on each child's progress and achievement within the curriculum, ensuring a clear picture of their learning journey in RE.

Attainment in RE are provided by the RED assessment framework.

Understand Head	What will I see and hear to help me understand?
Discern Heart	How will I discover more?
Respond Hand	What can I do now?

At St Joseph's, Religious Education (RE) skills are assessed using the RED Assessment Framework, which is presented to pupils in child-friendly language through clear learning objectives and 'Steps to Success'. These help pupils to know and understand what they are learning and how they can make progress.

Assessment is ongoing and formative, with each topic moderated termly during staff meetings to ensure consistency and accuracy. In addition, we collaborate with other schools across the Diocese through moderation meetings, supporting shared standards and best practice in RE assessment.



As with all subjects, progression in RE is not always linear, and pupils of the same age may be working at different levels of attainment. Teachers record pupil's achievement in each of the six annual topics using our school's assessment system: Arbor, where progress is tracked termly to monitor development over time.

RE at St Joseph's nurtures a wide range of skills and attitudes through diverse activities such as drama, poetry, art, and circle time. As a result, not all learning is captured in written form. Teachers are encouraged to use photographs, notes, and other forms of evidence to document pupils' learning experiences.

Throughout each topic, pupils are given regular opportunities for self-assessment, enabling them to reflect on their learning and spiritual growth. This may include plenary activities using success criteria, 'What I Now Know' reflections, topic reviews, and contributions to class or whole-school worship.

MONITORING AND EVALUATION

Evaluation informs planning and therefore each class teacher, individually and within their year group, reflects upon the topic taught and alters planning for future teaching. At the end of each topic, teachers will complete a 'deep dive' into work completed by five pupils and use this information to inform the planning for the next topic. The pupil's own assessments can help teachers in evaluation as they may draw attention to areas, which the teacher was not directly aware of. Evaluation of the whole scheme is made by the RE Lead in liaison with staff.

The Headship team monitors the teaching and learning of RE in line with other core subjects every week and staff receive feedback slips on their teaching. The RE Lead collects a sample of the pupil's RE books once a term and appropriate feedback is given to staff. RE work is moderated during sessions which include staff meetings, moderation meetings with other Deanery schools and during RE co-ordinator meetings.

INCLUSION AND BELONGING

As a Christian community, we recognise each individual to be special and unique, created in the image and likeness of God, therefore all contributions within RE are valued and respected. RE provides a range of activities and ways of recording, which allow pupils of all abilities to participate. It is understood that pupils must be differentiated because of their spiritual and religious experiences as well as ability. Opportunities for the more able are identified in the planning.

RSE AND PSHE(Previously known as EDUCATION FOR PERSONAL RELATIONSHIPS)

RE deals with beliefs and values, which underpin the way individuals behave and the choices they make. It is, therefore, linked within our RSE and PSHE schemes.



EQUAL OPPORTUNITIES

Within RE, opportunities are provided for all pupils to gain knowledge and understanding, regardless of academic ability or religious experience. Each child is valued for their uniqueness and is encouraged to fulfil their potential, regardless of race, belief or gender. Each topic provides opportunities for the pupil to share their own life experiences, some of which will be from different cultures or faiths. Providing an atmosphere of mutual respect enables all members to share these experiences willingly.

The RED includes a 6 week 'branch' which allows pupils the chance to develop their own world view. To help the pupils develop their own world view, they are exposed to and learn about the core beliefs of the Christian faith before exploring other faiths.

RE IN THE CLASSROOM AND BEYOND

At St Joseph's Catholic Primary School, the teaching of religious education is designed to be as varied and creative as possible, to help children to engage fully with the ideas explored, to ask wondering questions and to lead their own learning in discerning their response.

Learning within the classroom may include:

- Whole class discussion and teaching
- Group discussion and feedback
- Drama and role play
- Independent research
- Exploration through music and art
- Godly Play
- External speakers / workshops

Learning in religious education cannot always be recorded and does not begin or end in the classroom. Learning from religious education will also flow into other curriculum areas as pupils make links between their learning. We aim to give children the opportunity to connect their formal learning with their wider understanding through regular opportunities to reflect and respond.

Learning beyond the classroom may include:

- Following the example of a role model in daily life at home or in school
- Participation in charitable activity and fundraising



- Inspiration through reflection in prayer and liturgy
- Conversations with clergy or parishioners in school
- Response to catechesis in the parish e.g for Reconciliation or First Holy Communion
- Engagement with programmes based on Catholic Social Teaching e.g. Faith in Action; Oscar Romero Award and CAFOD's Live Simply

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their pupils. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their pupils. Therefore, the school will support parents and carers by providing the year group curriculum map for all parents. Parents/carers will receive a termly RE newsletter with a summary of the topics and ideas for tasks they can complete at home to continue to deepen their child's understanding.

Parent Consultations in the Autumn and Spring Terms give parents and teachers the opportunity to discuss pupil's progress. At the start of each academic year, a Year Group curriculum evening allows teachers to inform parents about the methods and expectations of the RE curriculum. A written report is sent home towards the end of the Summer Term.

Date updated: Autumn 2026

Date for review: Autumn 2027