

Blessed Dominic Catholic Primary School



Religious Education Policy

**Date of policy: May 2026
Next Review: May 2027**

BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL

Mission Statement

Our School Mission is to;

Love one another,

Learn together,

Believe in God the Father.

Our values are: Kindness, Respect, inclusive, Forgiveness, Honesty and Resilience

LOVE – LEARN- BELIEVE

Rationale of Religious Education

In the life of faith of the Catholic School, religious education plays a central and vital part. At the heart of Catholic education lies the Christian Vision of the human person. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process.

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

‘ In a Catholic school, at the core of the core, is Religious Education, for the sake of which Catholic schools exist in the first place.

At Blessed Dominic Catholic Primary School we recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this.

In accordance with this statement we believe that Religious Education is at the heart of what we teach and therefore permeates the whole curriculum. It is reflected in our prayer life and liturgy, in our personal and extended relationships and through developing awareness in our children of the need to appreciate and care for the wider community and world in which we teach.

Aims and Objectives in Religious Education

The aims of Religious Education at Blessed Dominic Catholic Primary school are as follows:

- 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;

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- 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 (Religious Education Directory, 2023)

Outcomes of Religious Education

The outcome of Religious Education at Blessed Dominic 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.

Religious Education at the heart of the curriculum

- Religious education is the core of the core curriculum at Blessed Dominic and is to be the source and summit of the whole curriculum.
- Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
- Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
- In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Programme of Study:

As a Catholic school, Blessed Dominic Catholic Primary is required to comply with the Religious Education Directory (2023). Blessed Dominic Catholic Primary school does this by following the Model Curriculum as set out in The RED 2023, whereby from September 2025, all year groups are using the model curriculum as their foundation for planning.

Curriculum Structure

The model curriculum has six components known as branches which map helpfully onto the six half-terms of the school year. Five of these have a core theme which 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. The Dialogue and Encounter branch involves the study of other religions, encountering other pathways of belief drawing on the teaching of the Church about intercultural dialogue. Detail of the curriculum can be found in the Religious Education Directory (2023).

Inclusion

In Religious Education we recognise the need for resourcing, careful planning and differentiation to cater for children of all abilities ranging from the gifted children to those of low ability. RE presents a particular challenge to teachers in that all classes contain pupils who may not have good literacy skills but are very able and insightful in RE. Again, these pupils must be catered for at an appropriate level.

Assessment, Monitoring, Recording and Reporting

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· Assessment of standards is carried out against the Age-Related Standards in Expected Outcomes in RED 2023.

Teachers record progress in Religious Education half termly, by constantly assessing and evaluating their own pupil's work through discussion, circle time, questioning, observing role play as well as the rigorous marking of RE written work in accordance with the school's marking policy.

The expected outcomes are listed on the Topic pages which are placed in the pupils RE books. The teacher will the pupils understanding of the topic and of each key skill on the topic page. Additionally, pupils in Key Stage 2 will have the opportunity to self-assess their learning against the expected outcomes for each topic.

· Assessment moderation takes place in school amongst colleagues, at deanery meetings and at diocesan meetings.

· Monitoring of teaching and learning in Religious Education takes place in line with our school, monitoring of RE teaching and learning occurs with the same detail and rigour as other core subjects in the curriculum.

· Progress and achievement is recorded and tracked in line with our school policy, half termly using the RE tracker and termly data is input using Insight.

· Progress and achievement in Religious Education is reported to Governors at least termly in line with other core subjects.

· Progress and achievement in Religious Education is reported to parents/carers each year in line with other core subjects, at parent consultation evenings in the Autumn and Spring terms as well as through the end of the year school report which is distributed in July.

Presentation

Children will present their knowledge and understanding in a variety of ways:

- By discussion and written work.
- Research and collating of evidence.
- By visual presentation including drama, role play and class assemblies.
- By whole school and class celebrations, liturgies and masses.
- By art and written displays in class and around the school.
- Through ICT. Power point presentations, videoing, photographs, DVDs etc
- Colleagues are encouraged to expect the highest standards from the children taking care that displays and the learning environment reflect this.

Resources

Each class has a prayer focus with a selection of books and artefacts where children can gather together for acts of worship.

The library has a selection of religious books for children. A larger selection of reference, religious festivals and multi-faith resource books and assembly books are available in the Resource Cupboard and from the RE Co-ordinator.

Artefact boxes for the main world faiths are currently being updated and replenished. These can be found in the Resource Cupboard.

A set of bibles is available for each class from Year 1 upwards.

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Sacred vessels, candles, altar cloths etc are kept in the Head teacher's office.

Each class has a set of resources to support child led worship.

Environment and Display

From the moment you enter Blessed Dominic you know you are in a Catholic school. Certificates and thank you letters for the children's charity work are clearly on display. Each classroom has a prayer area in a prominent place of the classroom and a display dedicated to current learning in Religious Education. As you move around the school, there are a number of displays showing the children's religious art work, statues of saints and prayer areas.

The Religious Education Subject Leader

The first purpose of the RE subject leader's role is to help improve the quality of the teaching and learning that the pupils receive in Religious Education.

The subject leader is responsible for:

- Writing and keeping relevant documentation up to date
- Co-ordinating the teaching throughout the school by encouraging collaboration between year groups or key stages
- Being involved in the process of assessment, recording and reporting
- Monitoring the quality of teaching, the progression and continuity of Religious Education throughout the school.
- Offering support and advice to colleagues
- Identifying resource requirements
- Maintaining a strong relationship between the school and the Diocese, and with the school's Diocesan advisor
- Maintaining the high status of worship within the school

Right of Withdrawal

Religious Education is a core subject in this Catholic school and is central to the life and mission of the school. However, parents have a statutory right to withdraw their child wholly or partly from Religious Education and from collective worship. This right is set out in the School Standards and Framework Act 1998.

Parents do not have to provide a reason for exercising this right. Any request for withdrawal should be made in writing to the Headteacher and will remain in place unless the request is withdrawn by the parent.

The school will make appropriate arrangements for the supervision of pupils who are withdrawn, in line with legal requirements.

Leadership of the subject:

Angela Healy the RE Lead has responsibility for leading, managing and supporting the delivery of Religious Education and the continuous professional development of teachers in Religious Education

Father Brian Griffiths is the link governor with responsibility for Religious Education.

Policy Review:

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This policy will be monitored, evaluated and reviewed by Jennifer Hourihan- Head teacher, Daniela Sulis- Deputy Head teacher , Megan Smart- Assistant Head teacher and Angela Healy- RE lead as well the Governing body and updated every two years.

APPENDIX 1

Colours: purple for penance, red for Holy Spirit and martyrdom, white, gold for important feasts, green for the ordinary times of the year, blue is associated with Mary.

Other special focus times

Some months of the year have special foci.

October is the month of the Rosary – blue

November is the month when the Holy Souls (the deceased) are prayed for especially

May is the month when Mary is especially remembered – blue

June is the month of the Sacred Heart when we remember especially the great love Jesus has for us.