

**Holy Trinity Roman Catholic Academy Boundary Road
Newark NG24 4AU**



RELIGIOUS EDUCATION POLICY

**Holy Trinity Roman Catholic Academy Boundary Road
Newark NG24 4AU**



**POLICIES & PROCEDURES
DOCUMENT CONTROL SYSTEM**

Controlled Document reference:

Document Title: **RELIGIOUS EDUCATION POLICY**

Date of Review: May 2026

Scheduled review date: May 2028

Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted in our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

HOLY TRINITY CATHOLIC ACADEMY

RELIGIOUS EDUCATION POLICY

Rationale

In the life and faith of Holy Trinity Catholic Academy, Religious Education plays a vital and central part, it is the foundation of all of our teachings. At the very 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. Our Catholic beliefs and values inspire and unify every aspect of our school life. They are the basis, and an essential influence, on all that the staff and pupils at Holy Trinity Catholic Academy do. It is not solely taught as a curriculum area but as a way of life, promoting the Gospel values, giving praise and reverence to God. It is an opportunity for everyone to develop their own personal faith, through words and actions, and to enter into a communion with God. This is achieved through Celebration of the Word, retreat days, assemblies, lessons and roles and responsibilities throughout the school, which deepen our Catholic life and highlight our belief that Christ is at the centre of all that we do.

Aims and Objectives

We strive to develop opportunities for each child to grow spiritually in their faith. This includes the deepening of knowledge and understanding of key theological ideas and their application to life. Through Religious Education lessons, delivered using 'To Know You More Clearly' as set out in the Religious Education Directory (RED), we work to develop independent thinking and the ability to express personal faith experiences.

The aims of Religious Education as set out in the Religious Education Directory are:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the church, and of the central beliefs which Catholics hold.
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life, and faith.
- To encourage study, investigation, and reflection by the pupils.
- To develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically, and theologically; to acquire knowledge and organise it effectively; to make informed judgements.
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society

Through Religious Education children will also be encouraged to:

- Investigate and reflect
- Develop appropriate skills and attitudes
- Deepen their religious and theological understanding and to communicate this effectively

- Relate their Catholic faith to everyday life
- Foster their spiritual development by experiencing the love of God through worship, witness and work
- Develop a sense of responsibility, self-confidence, self-respect, self-discipline and acceptable behaviour, including respect and sensitivity for other people's way of life. This will hopefully prepare each child for his/her life in a multi-ethnic society.

Religious education is a way of life and as part of this journey we work closely together within the parish community and with our Parish Priest, Father Michael. This is so we can raise pupils' awareness of our faith and traditions, and that of other communities, in order for each child to gain a greater understanding and respect.

Religious Education in the Classroom

Religious Education within the classroom requires 10% of the length of the taught week for each key stage of Education. (This translates to 2 ½ hours per week in Foundation and Key Stage 1 and 2 ½ hours per week at Key Stage 2). This time does not include time dedicated to Celebration of the Word. The teaching of Religious Education must be clearly indicated on each class timetable.

We believe that excellence in the teaching of Religious Education will be characterised by clear religious learning objectives of key content, rigour, rich resources, and achievement of identified outcomes and accurate methods of assessment. Classroom R.E. will be a challenging, educational experience between the pupil and the teacher using appropriate subject material.

Display

In order to highlight the importance of Religious Education and the Catholic ethos of the school, displays of a religious nature should be evident in each classroom throughout the year. Similarly, such displays should be encouraged in corridors and at appropriate times of the year in the school entrance. An R.E. display along with a Prayer focus area should be encouraged as a focal point in each classroom and used at the beginning of every RE lesson.

Programme of Study

To fulfil our aims and objectives we use the "To Know You More Clearly" programme of study, as set out in the Religious Education Directory, from Foundation to Year Six. Each year group has its own set of topics within the programme.

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened through; understand, discern, and respond. The RED programme also uses 6 lenses: hear, live, believe and celebrate, dialogue and encounter to explore. Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are

referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews). Each lens contains progressive expected outcomes for each year group.

The RE curriculum has six areas of study, known as branches, which map onto the six half terms of the school year. Each one 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.

1. Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people.
2. Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the call of the disciples and the nature of being a follower of Jesus.
4. Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.

Other Faiths are taught in line with the thinking of the church, the aim being to encourage in the children a greater understanding of other faiths through a greater knowledge. Teaching formally about other faiths begins in Foundation onwards. Two faiths are studied each year for one week each. Each year Judaism is studied and one other faith chosen from Hinduism, Sikhism or Islam.

Process of Teaching

Each lesson contains the same components and follow a similar pattern of teaching, to ensure that all lessons are knowledge rich and focus on the understanding, whilst also including room for spiritual reflection. Each lesson contains:

1. Feedback from the previous lesson
2. Retrieval from previous learning
3. New learning
4. Independent tasks to embed new learning
5. Self-assessment and reflection opportunities

Feedback should be given in a timely manner, have an impact upon the pupils' learning and be in line with the Feedback Policy. It is expected that written feedback is only given for the benefit of the pupils, in at least one lesson per topic branch.

Assessment

Pupils are assessed against the expected end of age-phase outcomes from the Religious Education Directory. Each curriculum branch will open with a title page which lists the expected end of age-phase outcomes for that branch.

Pupils will complete a pre and post assessment for each curriculum branch, in a way that meets the needs of the pupils in each phase. This will look like the following in each phase:

EYFS – collective responses to the 'big question', completed in the class floor book.

KS1 – collective responses to the 'big question' displayed on classroom RE display.

Questions selected from end of age phase outcomes, based on the ways of knowing ('Understand', 'Discern' and 'Respond') and recorded as a class at the beginning and end of the topic.

KS2 – pupils are invited to independently answer the big question and subsequent questions selected from end of age phase outcomes, based on the ways of knowing ('Understand', 'Discern' and 'Respond').

Each branch ends with a knowledge capture which is a task that allows each pupil to showcase the knowledge they have gained and developed throughout the half term. This is often linked to the big question. Teachers will use their judgement to assess whether each child is working below the expected standard, working towards the expected standard, working at the expected standard, or working above the expected standard. This is recorded in class feedback folders at the end of each branch and date is uploaded onto Arbor at the end of each term.

Recording

Work is presented in a variety of ways across the school, both written and oral. In written pieces, children have to present work as they would in English and other subjects and there is the expectation that it will be neat, clear and well organised. Throughout topics, children are encouraged to actively listen and interact with others to discuss issues and form opinions. This shared learning enables children to express their own ideas, listen to those of others and grow in their understanding.

Recorded work should include: - written work, photographs, role-play (photographed), art work, scripture work and displayed pieces of work. Each piece of work must have a clear objective from age-related expectations for each topic.

A creative approach to the Religious Education is used when planning lessons and so the choice of presentation is dependent upon the learning taking place. All activities are planned through deep consideration of how the learning objective can be best achieved and how mastery can be embedded.

The recording of work provides evidence of achievement and pupil involvement.

Leadership of Religious Education

Religious Education is the responsibility of the R.E. subject leader and the Headteacher. Their role is to monitor and assess the R.E. curriculum throughout the school to ensure continuity and progression. They also ensure that the aims and learning outcomes in the Curriculum Directory are identified and fulfilled. They meet with, and inform, school Governors of developments in religious education and liaises closely with the staff of the school to fulfil their monitoring duties.

Monitoring and Review

The R.E. Subject Leader regularly reviews resources. Along with the Headteacher, they are responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The RE Subject Lead has allocated time to review the delivery of Religious Education, monitor and evidence children's work, update action plans and support school staff.

Book looks take place termly, alongside the SLT, monitored against the school's RE Expectations in each Key Stage for each Branch. Feedback is then given to all staff. Lesson visits in Religious Education lessons are carried out by the Headteacher and R.E. Subject Lead throughout the course of the year.

This policy will be monitored and reviewed annually.