



Religious Education Policy

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

Learning our faith.

Living our faith.

Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

PRINCIPLES OF RELIGIOUS EDUCATION

Religious education is synonymous with our Mission Statement – it should inform and permeate all aspects of school life.

St Michael & St Martin's Catholic Primary School, in partnership with the Parish and Parents, will provide quality Catholic Education. Through the love of God, we will foster individual pupils, spiritually, socially, culturally and academically, by encouraging each child to strive for personal achievement and an awareness that their contribution is necessary for the good of the community.

AIMS OF RELIGIOUS EDUCATION

Religious Education plays a central and vital part in the life of faith of a Catholic school. Religious Education is the foundation of the entire educational process. 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 aims of Religious Education are:

- To promote knowledge and understanding of Catholic faith and life through the teaching of the life of Christ, the teachings of the Church and the central beliefs that Catholics hold, in a manner that encourages investigation and reflection by pupils.
- To promote an atmosphere where the Gospel values of loving service are made explicit and are enlightened by the faith of the school community and by the faith of the teachers.
- To foster appropriate attitudes – respect for truth and the views of others, awareness of the spiritual and moral responsibility, of the demands of religious commitment in everyday life and the challenge of living in a multicultural and multi-faith society.
- To affirm each person in their sense of belonging to the whole body of Christ.
- To make saints of each child.

The aims are achieved by means that are both explicit and implicit. Often it is the 'messages' given in more informal ways that are more powerful and lasting and which convey each individual's worth and unique value.

CURRICULUM TIME ALLOCATION

Religious education is to be taught for 10% of the whole curriculum, excluding assembly. Collective worship should take place at least twice a week, outside of RE lesson time.

INCLUSION

Knowledge and understanding in RE needs to address the differing abilities of pupils as in any other subject, this is evident in planning. Pupils who have learning difficulties in many formal areas of the curriculum are often able to contribute on an equal basis in learning the principles of faith. Through scaffolded teaching and differentiation, opportunities are provided for all children by matching the challenge of the task to the ability of the child.

SCHEME OF WORK

Teachers use the Religious Education Curriculum Directory [To Know You More Clearly](#). This resource is used as a base for all teaching throughout the school and provides a full and comprehensive delivery of Religious Education. To support planning, we use the Westminster Way provided by the Westminster Diocese.

PLANNING CYCLE

Autumn

Year	RED Branch	Key content/learning focus
EYFS	Branch 1 - Creation and Covenant	Creation: God made the world and me; "Indeed it is very good" (Gen 1:31); Sign of the Cross; caring for God's world; dignity and stewardship.
Year 1	Branch 1 - Creation and Covenant	Creation as revelation: Gen 1; Nicene Creed; Laudato Si'; God as Father and Creator; prayer and care for creation.
Year 2	Branch 1 - Creation and Covenant	Noah and God's covenant/promise (Gen 9); Psalm 139; sin and new beginnings; Baptism as entry into God's family.
Year 3	Branch 1 - Creation and Covenant	Genesis creation stories as symbolic/poetic; humanity made in God's image; dignity and equality; stewardship; Creation and the Trinity.
Year 4	Branch 1 - Creation and Covenant	Abraham: call, covenant, Abraham and Sarah, Abraham and Isaac; faith, hope and love; historical context of Scripture.
Year 5	Branch 1 - Creation and Covenant	Moses: Burning Bush, Sinai covenant and Ten Commandments; covenants with Noah, Abraham, Moses and David; Jesus' summary of the law; virtue.
Year 6	Branch 1 - Creation and Covenant	Second creation account (Gen 2-3); Fall/original sin; John's Prologue; Nicene Creed; literary form; relationship between faith, creation and science; Baptism/new creation.
EYFS	Branch 2 - Prophecy and Promise	Annunciation, Nativity and Shepherds; Mary's 'yes'; Advent wreath and crib; preparing for Christmas.
Year 1	Branch 2 - Prophecy and Promise	Annunciation, Visitation, Birth and Shepherds; Mary's response to God; angels as messengers; Christmas around the world.
Year 2	Branch 2 - Prophecy and Promise	Annunciations of John and Jesus; Visitation and Magnificat; John the Baptist; Isaiah's promises; Advent and Christmas.
Year 3	Branch 2 - Prophecy and Promise	Sunday and Mass; Annunciation to Joseph; Isaiah's prophecy; Joseph listens to the Holy Spirit; Advent as preparation for the Messiah.
Year 4	Branch 2 - Prophecy and Promise	Elijah and John the Baptist; Isaiah 40:3; expectation of the Messiah; Advent as preparation for Christ's coming and second coming; Jesse Tree.
Year 5	Branch 2 - Prophecy and Promise	David: anointing, David and Goliath, kingship and covenant; Jesus fulfils the promise to David; Psalms; O Antiphons and Advent.
Year 6	Branch 2 - Prophecy and Promise	Women in salvation history: Sarah, Miriam, Deborah, Hannah and Esther; Mary as fulfilment of Old Testament promises; compare Matthew and Luke infancy narratives.

Spring

Year	RED Branch	Key content/learning focus
EYFS	Branch 3 – Galilee to Jerusalem	Magi visit Jesus; Jesus welcomes children; Jesus shows God's love; feeding of the 5000; welcoming and caring for everyone.
Year 1	Branch 3 – Galilee to Jerusalem	Presentation and Finding in the Temple; Jesus' hidden life; mission in Nazareth; calling disciples; children and Zacchaeus; following Jesus.
Year 2	Branch 3 – Galilee to Jerusalem	John the Baptist; Baptism of Jesus; temptation; preaching; miracles and parables; choosing the Twelve; Lost Sheep; forgiveness and reconciliation.
Year 3	Branch 3 – Galilee to Jerusalem	Kingdom of God through miracles and parables; Magi; Our Father; Jesus' signs of God's love; saints who build God's kingdom.
Year 4	Branch 3 – Galilee to Jerusalem	Jesus' Kingdom welcomes the excluded; Nicene/Apostles' Creed; people inspired by Jesus to serve the marginalised; vocation to live in Christ.
Year 5	Branch 3 – Galilee to Jerusalem	Beatitudes; Great Commandment; Good Samaritan; Transfiguration; Our Father; virtues of faith, hope and love.
Year 6	Branch 3 – Galilee to Jerusalem	St John's Gospel: seven signs and seven 'I am' statements; Jesus as Messiah; Cana, Bethesda and Lazarus; Sacraments; Jesus' divinity and humanity.
EYFS	Branch 4 – Desert to Garden	Lent and Easter: Jesus dies on the cross and rises to new life; simple Holy Week; signs and symbols of Lent/Easter; care for others.
Year 1	Branch 4 – Desert to Garden	Temptation in the desert; Palm Sunday; Last Supper; Crucifixion and Resurrection; Lent as prayer, fasting and giving; CAFOD Family Fast Day.
Year 2	Branch 4 – Desert to Garden	Jesus enters Jerusalem; Last Supper; Crucifixion; Resurrection; Peter at the tomb; forgiveness, reconciliation and Easter Vigil.
Year 3	Branch 4 – Desert to Garden	Feeding of the 5000; Last Supper and institution of Eucharist; Eucharistic Prayer; living Eucharist through Jesus' example.
Year 4	Branch 4 – Desert to Garden	Prodigal Son and Judgement of Nations; Holy Week; sin, forgiveness and mercy; corporal and spiritual works of mercy; discipleship.
Year 5	Branch 4 – Desert to Garden	Ash Wednesday; Lent; sin and conscience; temptation; Resurrection; judgement and eternal life; prayer postures and the Rosary.
Year 6	Branch 4 – Desert to Garden	John's account of Jesus' Passion; Jesus as Messiah; washing of the disciples' feet; Holy Thursday and Mass; Stations of the Cross; discipleship.

Summer

Year	RED Branch	Key content/learning focus
EYFS	Branch 5 – To the Ends of the Earth	Ascension and Pentecost; Holy Spirit; early Christian community; parish as a family; gathering and celebrating together.
Year 1	Branch 5 – To the Ends of the Earth	Emmaus; Ascension and Promise of the Spirit; Pentecost; Church as community; Holy Spirit and Trinity; sharing the Good News.
Year 2	Branch 5 – To the Ends of the Earth	Resurrection and Ascension; Pentecost; Peter speaks to the crowd; conversion of Saul; Fruits of the Holy

		Spirit.
Year 3	Branch 5 – To the Ends of the Earth	Emmaus; mission to the world; apostles including Mary; early Church; Paul and Eucharist; discipleship and mission.
Year 4	Branch 5 – To the Ends of the Earth	Peter's faith and denial; Peter encounters Jesus; Pope and Apostolic succession; Apostles' Creed; Communion of Saints; Mary, Mother of the Church/Queen of Heaven.
Year 5	Branch 5 – To the Ends of the Earth	Confirmation: Holy Spirit and gifts; Pentecost; baptism in the Spirit; anointing with Chrism; discipleship; saints transformed by encountering Jesus.
Year 6	Branch 5 – To the Ends of the Earth	Resurrection in John; Mary Magdalene and witnesses; Adam/new Adam; charity, witness and martyrdom; saints and the Church's mission.
EYFS	Branch 6 – Dialogue and Encounter	Dialogue and encounter across the year: St Peter and St Paul; local parish; respectful listening; Christianity as a global faith; encounter with other cultures and traditions.
Year 1	Branch 6 – Dialogue and Encounter	Christian community and local parish; Sign of the Cross; modern Jewish life in Britain; belief in one God; Torah and Jewish life.
Year 2	Branch 6 – Dialogue and Encounter	Good Samaritan and service; local Christian community; Jewish Sabbath/Shabbat, synagogue and home; listening respectfully to others' experiences.
Year 3	Branch 6 – Dialogue and Encounter	Passover and the Last Supper; Jewish links with Eucharist; Islamic beliefs and practices; one God, worship, Ramadan and artistic expression.
Year 4	Branch 6 – Dialogue and Encounter	Christian work for the common good; Catholic and Christian traditions; Islam and the Five Pillars; Muslims in Britain; dialogue and service.
Year 5	Branch 6 – Dialogue and Encounter	Bible: writers, inspiration and languages; Old Testament/Hebrew Scriptures; Judaism: Tanakh, Shema and mezuzah; specialist vocabulary and respectful dialogue.
Year 6	Branch 6 – Dialogue and Encounter	Dialogue in action: life, action and religious experience; common good, justice and freedom; Catholic Social Teaching; worldviews; one Dharmic tradition and its impact on life.

Overarching themes by year group

Year group	Theme
EYFS	My own faith, my community, knowing God and the life of Jesus
Year 1	Revelation – how do people know about God?
Year 2	Baptism
Year 3	Eucharist
Year 4	Lives transformed by faith
Year 5	The significance of the Old Testament in understanding Jesus
Year 6	St John's Gospel

Some elements of RE are also developed through PSHE lessons and are covered through the Ten Ten RSE resource 'Life to the Full' (see RSE Policy).

ASSESSMENT AND MARKING

At the end of each half term pupils will complete an assessment task based on their understanding throughout the unit. After moderation with DHT and REC, teachers then give each assessment piece a level with the aim that all areas of the RED are covered throughout the year to ensure coverage and development of understanding. Each teacher has the responsibility for maintaining records on the children in their class. Assessments are then moderated across the school and at Deanery and Diocesan level.

Teachers are responsible to use Teacher Assessment for the most accurate result for each child.

Levels are entered onto attainment and progress tables and are then analysed by the REC. The REC then uses this information to run APP to give feedback to teachers, assisting them to push standards further. RE levels are reported to parents / guardians formally during parents evening and in the annual school reports.

Work should be marked in accordance with the school marking policy (see policy). Work should be marked in relation to the learning challenges. Key religious terminology must be corrected. NOW comments, when needed, should encourage children to reflect, analyse and deepen their understanding.

HOME/SCHOOL/PARISH

The school recognises that it cannot teach our children without the cooperation of the parents and the parish. The parents/guardians are the first educators and they are in partnership with the teachers who have the professional skills and training to help parents in the task of teaching the Catholic faith.

We endeavour to do this in an atmosphere of trust and confidence.

The parish is already present in school through most of the pupils, parents and certain members of staff and the wider community to which the parish and school belong.

Parish Priests visit school, when possible, for class masses, assemblies, special celebration masses, Reconciliation, meetings with new parents on entry to Nursery and again for new parents to Reception.

Due to space constraints parents and parishioners are invited to masses held at the church or on school grounds, including; our annual reflection for Stations of the Cross, Carol service and May Celebration.

Welcoming Parishioners to celebrations of Mass and other events helps to form a link between school and parish and presents to children the witness of the parish community.

THE WIDER COMMUNITY

At St. Michael & St Martin, we recognise the need to enable children to work beyond the school into the wider community. We aim to:

- develop a sense of personal responsibility for others.
- identify means by which the children can become further involved with the:

- Local Community
- Diocese
- Parish
- National/Global Organisations

OTHER CHRISTIAN DENOMINATIONS

Children not of the Catholic faith are encouraged at all times to be part of the school community by taking part in all liturgical celebrations and assemblies. The parents of those children are also invited to come to meetings and celebrations at school and at the parish Church.

Children have a chance each half-term to learn about one of the six main faiths in the world today. This helps them to develop a better understanding and appreciation of those around us.

RESOURCES

Resources – In classrooms

- The religious education curriculum directory for Catholic schools as a planning tool for teachers.
- A crucifix in every classroom.
- A prayer table with relevant resources, including a Bible
- A Bible for each child in KS2
- A number of Gospels according to Mark
- Special Intention box
- Prayer book (class in KS1, personal in KS2)

THE ROLE OF THE R.E CO-ORDINATOR

Together with the Head Teacher, the R.E co-ordinator has responsibility for ensuring:

- that support is given to all staff members; ensuring teaching and learning are maintained to a high standard
- that the Catholic life of the school is sustained and constantly developing
- that the overall Christian aims of the school / Gospel Values are supported in the faith journey of each child.

The R.E co-ordinator should:

- be a practising Roman Catholic- committed to Catholic Education
- have the leadership skills necessary to work with and support their colleagues