



Holy Family _____
RC Primary School

**HOLY FAMILY RC PRIMARY
SCHOOL
ROCHDALE**

**RELIGIOUS
EDUCATION
POLICY**



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Religious Education Policy.

Mission Statement

Holy Family is a caring, Catholic school community, where everyone is made in the image and likeness of God. Here individuals are helped to achieve their full potential, through a child centred curriculum, which develops independent learning.

- Through WORK, to develop his or her full potential as part of the community and as a unique person made in the image and likeness of God.
- Through WORSHIP, to learn to know and love God and to recognise and respond to the person of Christ in others.
- Through WITNESS, to celebrate Gospel messages of justice and peace

Curriculum time allocation

At Holy Family RC Primary School, Religious Education is the core of the core curriculum and is the source and summit of the whole curriculum. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

The aims of Religious Education

We adhere to the following aims of Religious Education as outlined in the Religious Education Directory: 'To know You more clearly' (RED 2023):

1. 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;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. 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;
4. 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;
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;



7. To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

Scheme of Learning

At Holy Family RC Primary School, the 'Lighting the Path' resource will start to be used from September 2025 to support the teaching of the Religious Education Directory (RED) from Reception to Year 6. The resource closely follows the model curriculum within the RED and covers all the mandatory learning outcomes of the Catholic Bishops of England and Wales.

The resource helps children to learn the story of the revelation of God in Sacred Scriptures, the teaching and traditions of the Catholic Church and the beliefs and practices of Catholics around the world today. Children develop creative and critical skills, as they explore religious beliefs and form personal responses. They are taken on a journey through Sacred Scripture and the liturgical year of the Catholic Church which helps them to develop skills to engage in conversations about their different beliefs and worldviews. Lighting the Path provides lesson plans, PowerPoint presentations, activity sheets and classroom resources linked to the six RED branches (core themes) that follow the liturgical cycle of the Church's year and map onto the six half terms of the school year as follows:

- Autumn One - Creation and Covenant
- Autumn Two - Prophecy and Promise
- Spring One - From Galilee to Jerusalem
- Spring Two - From Desert to Garden
- Summer One - To the Ends of the Earth
- Summer Two - Dialogue and Encounter

Each branch is taught through the process of four lenses Hear, Believe, Celebrate, Live. The names of these four lenses reflect the language of the Catechism itself which states that the mystery of faith which we hear and receive requires us to 'believe in it', to 'celebrate it' and to 'live from it' (CCC 2558). At the end of each branch and knowledge lens the children will:

Understand - Understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

Discern – Pupils will be able to judge wisely in response to different interpretations of the meaning, significance and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good and what is beautiful.



Respond – Pupils will reflect personally and with integrity on what they have learnt and consider the implications for action these may have their own lives and the world in which they live.

Lighting the Path will be used by all year groups when each branch/unit of work becomes available. Until the units of work become available we will use the Diocesan Working Party schemes of work.

Marking and Feedback

The marking of children's work is approached positively and constructively so that it affirms and celebrates success and encourages future learning. We give consistent, frequent, helpful and encouraging verbal feedback to our pupils about aspects of their progress.(please see our marking and feedback policy for details).

Teachers create knowledge organisers to outline the subject coverage each half term. These are posted on the school website to inform parents of their child's learning. They are also displayed in the children's books for their reference.

Other Religions: At Holy Family, we teach pupils to have a mutual respect and an understanding of the various faiths and beliefs. Aspects of other faiths are taught in all classes during Inter Faith week and in Summer Term 2 in line with Branch 6 of the model curriculum within the Religious Education Directory.

SMSC Education

SMSC stands for spiritual, moral, social and cultural development. At Holy Family SMSC education is taught through RE and throughout the wider curriculum. (Please refer to the separate SMSC policy.)

RSE 'Life to the Full' scheme of work is delivered in all classes throughout the year. This is a primary school relationship and sex education programme which supports teachers and parents in Catholic schools to enable the holistic growth of children. (Please refer to the separate RSE policy.)

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All



pupils in our school, irrespective of ability, faith and background will have appropriate adaptive teaching where necessary to enable them to access to the Religious Education programme.

Assessment, Monitoring, Recording and Reporting:

- Teacher assessment will be carried out each half term by scrutinising children's work against the expected outcomes outlined in the RED.
- A data summary of attainment and progress of all children, including those in key groups (EAL, PP and SEND).
- Monitoring of teaching and learning takes places each term through book scrutiny, learning walks, or pupil meetings.
- The Head teacher and Subject leader carry out lesson observations/learning walks
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- A termly report to governors provides details about the teaching and learning in Religious Education.

Policy review

This policy will be updated in the next academic year to reflect the expectations of the new Religious Education Directory.

Management of the subject

The RE Subject Leader will:

- Review the policy regularly in light of new developments
- Monitor children's work, observe lessons and question children to ensure that progress is being made
- Monitor assessment across the school and track progress

School Development Plan.

An Action Plan is prepared annually for the School Improvement Plan. Feedback from each year's School Improvement Plan is given to the Governors.

Single Equality and Equal Opportunities Statement.

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our Single Equality Policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.



This policy is an integral part of our school life. Through it the school will its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

Role of the Subject Coordinator.

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house and externally run courses.
- To keep personally up to date with current issues through INSET opportunities.
- To monitor and maintain resources.
- To liaise with the Governors and schools in the St Teresa of Calcutta trust
- To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.

Key note speakers are invited into school to talk to the children when appropriate.

Policy Review.

This policy is to be reviewed with reference to the following:-

- National Curriculum.
- Updates from Salford Diocese
- Annually.

This policy was last reviewed by the staff in September 2025

and will be reviewed again by the Governors in September 2026