Kent Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

IN OMNIA CARITAS

Religious Education (RE) Policy

Date of last review:	September 2026	Date of next review:	September 2027
Author:	Sarah Thompson	Owner:	Angela Watson
Type of policy:	School-level Policy	Approval:	Governance Committee

Our Vision

We are dedicated to nurturing each child's faith and growth, providing an education that prepares and equips every child to succeed through the Gospel teaching. We embrace and celebrate our children's unique gifts and encourage them to respect individuality. We empower our children to strive for excellence by cultivating a learning environment rooted in love, respect, patience, resilience and kindness, our core Christian values.

In Omnia Caritas: In All Things Love

Intent

At St Augustine's School, the intent of Religious Education is to support children to acquire and develop a deep knowledge and understanding of their Catholic faith. We acknowledge and understand that Religious Education is a lifelong process and recognises that the primary years are significant in the lasting impact they have upon our children. It is also linked with our school curriculum and is a thread running through everything we do here.
The aims of religious education in St Augustine's Catholic Primary School include the following:
To create a safe, secure and stimulating learning environment.
To deepen knowledge and understanding of the Catholic faith through prayer and the Gospels.
Helping to foster pupil's awareness that our Christian faith is not just a subject for learning, but a complete way of life.
To promote the spiritual and moral development of the children.
To lead the children to a living and active faith by helping them to become aware of God's presence in their lives, to listen to Him and to respond to His invitation to enter into a personal relationship with Him through prayer.
To give the children the experience of a Christian caring and inclusive community where all members are valued.
To involve parents/carers in the spiritual development of their children.

Statutory Requirements

Conference of Catholic Bishops of England and Wales (CCBEW) Requirements:
The Religious Education Curriculum Directory (3 - 19) for Catholic Schools and Colleges in England and Wales 2012 (RECD) clearly states, the Bishops' Conference expectation that 10% of taught curriculum time is given to the teaching of Religious Education in each academic year from EYFS through to Yr6. These time allocations do not include collective worship, assemblies or hymn practice.
Legal requirements
The law, School Standards and Framework Act 1998, requires all maintained schools and academies:

- provide Religious Education for all pupils
- recognise and respect that parents have the legal right to withdraw their children from Religious Education and Collective Worship.

In addition:
Governors in Catholic academies give a written commitment to have a statutory responsibility to preserve and develop the religious character of their schools.

Aims and Objectives

The ultimate aim of Religious Education, in our school, is to situate Christ at the centre of all that we do. Jesus Christ is the absolute revelation of God. Through the Holy Spirit each of us, in the Communion of Christ's Church, has the means to know and to love God, our Father, by knowing and loving his Son, Jesus Christ. "This is why religious education in our schools must be as rigorous as any other academic discipline: but it cannot, as it were, stop at the point of academic rigour. It is the working of the Holy Spirit that transforms knowledge into love; that moment of 'conversion' when the person encounters the risen Jesus as their Lord and Saviour. And this process, of course, has no limits in terms of the intellectual attainment (or otherwise) of the individual student. One of the most beautiful aspects of personal faith is its capacity to bring together persons of all abilities." (from a homily given by Monsignor Matthew Dickens NBRIA Conference, April 2019)
Within the curriculum, Religious Education's main purpose is to engage pupils in a systematic study of the mystery of Christ which we believe holds the fullness of the truth that God has revealed. It will also provide the basis for an openness to the 'seeds of the Word' that are to be found in other religions (cf Redemptionis Missio 56, Nostra Aetate 2).

Pupils will:

- Know that we are all a part of God's family
- Know that God always loves us
- Learn about the Sacraments and what they mean to us
- Know why we prepare for the celebration of Christmas
- Know and understand why the local church and community are important to us
- Know and understand the different parts of the Mass
- Learn about the importance of preparing for Easter
- Know why Easter is an important time for the Church
- Learn about the gifts and fruits of the Holy Spirit and the part it has to play in our lives
- Know the importance of friendship and how we have to look after it
- Learn about the wider Church and its role in the world
- Learn about key figures in the Bible and be able to retell, explain and understand key scriptures
- Learn about the key figures in the Church – saints and martyrs – as well as modern day witnesses to the Faith
- Know about and respect Other Faiths

Teaching & Learning

Programmes of study must comply with the expectations of the RECD, and subsequent versions. At St Augustine's Catholic Primary School, we use the Diocesan approved resource "Lighting the Path" which is an online resource created and updated by the Oxford University Press.
Teaching of Other Religions:
The RECD contains an expectation that Catholic schools should teach about other religions in all phases from Early Years Foundation to Year 6.
• It is expected that pupils in Catholic schools learn about and from other faith traditions as this will help to prepare them for living as full members of our diverse society.
• Diocesan expectations: in the primary phase: the minimum requirement is that other religions are to be taught for the equivalent of 2 weeks of Religious Education lessons, in each academic year.

Faith in Action

Through the RE curriculum, Prayer and Liturgy, wider curriculum and other school events, the principles of Catholic Social Teaching (Faith in Action) are explicitly taught and highlighted.
Based on the work of CAFOD, Children are taught that Catholic Social Teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world.

Children are taught about the principles of Catholic Social Teaching:

- Dignity
- Solidarity
- The common good
- The option for the poor
- Peace
- Care for creation
- The dignity of work and participation

Children are taught that the Catholic faith calls followers to love God and neighbours in every situation, especially sisters and brothers living in poverty. Following in the footsteps of Christ, Catholics hope to make present in our unjust and broken world, the justice, love and peace of God.

Subject Organisation and Leadership

The governors and headteacher are responsible for ensuring that Religious Education has a high profile, and is taught as a core subject, within the curriculum of the Catholic school.
The school ensures:
• that there is a named person who is responsible for leading curriculum Religious Education;
• that the postholder is a practising Catholic. (As the post of leader of Religious Education is a reserved post, the Education Commission must be invited to exercise advisory rights on behalf of the Archbishop in the

appointment process; in the primary phase, it is expected that schools appoint a practising Catholic to the post, informing the Education Commission of the name of the postholder; the appointment of a non-Catholic to the post of leader of Religious Education in any phase, must be discussed with the Deputy Director: Religious Education and Spirituality, as the post holder may require an Exemption from the Archbishop. It must be noted that this option should only be used after all means of appointing a practising Catholic to the post have been exhausted);

- that the leader of curriculum Religious Education should have parity in status and remuneration with the leaders of other core curriculum subjects within the school;
- that curriculum Religious Education is well resourced, both in regard to content and the continuing professional development of those teaching the subject;
- that there is regular and comprehensive monitoring of curriculum Religious Education which clearly demonstrates the impact the subject has on the school.

Equal Opportunities

All teaching and learning of RE will ensure that every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability.
The programme of study is designed to cater for pupils working at different levels and with different abilities. It is also designed to be challenging and raise expectations. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

Assessment and Progress

The Catholic Education Service (CES) and the National Board of Religious Inspectors and Advisers (NBRIA) regularly publish and update documents containing the age-related standard for Religious Education. In addition, the Education Commission produces support documents for the assessment of the subject which we, at St Augustine's Catholic Primary School use to support us with our planning and assessment of the subject.
Teachers at St Augustine's Catholic Primary School plan assess and record for Religious Education in the same manner as we do for all other core curriculum areas. Progress for all pupils is tracked throughout the year and expectations are that outcomes will be in line with those of other core curriculum areas. Data is entered into the tracking system each term, in line with English and Maths.

The Governing Body

Curricular development is linked to the SIP and performance management cycle, and subject leaders will report to the Governing Body as part of the curricular review and development process.

Professional Development

All teachers will receive ongoing training and updates in the RE Curriculum and methods of assessing.