

St George's Catholic School



RE Policy

**At St George's Catholic School we help all our children to grow in
MIND, BODY and SPIRIT.**

MISSION STATEMENT

The school aims:

- * To provide a broad and balanced curriculum, educating pupils harmoniously in mind, body and spirit, and placing the teachings of Jesus at the heart of all we do. We encourage staff and pupils to live out their faith, embodying the gospel values and cultivating a sense of social responsibility. 'We ask God for the courage to put on faith, hope and love as we go out into the world and become the Word in body as well as spirit.'

Pope Francis

- * To make prayer, worship and liturgy real spiritual and educational experiences and to contribute successfully to the development of the faith of each individual in the school community.
- * To provide an environment in which children can grow in understanding and in the acquisition of skills, knowledge, attitudes and values for life.
- * To participate in and encourage interaction between the home, parish and school. We believe that it is important that common aims be established and developed in a climate of mutual trust and openness. Home, parish and school must together provide preparation for the pupil's entry into the wider community.
- * To develop within each child a respect for themselves and their achievements and a respect and understanding of others.

Policy and Practice

Implementation and Review of Policy:

This policy will be reviewed every year by the Head teacher, RE Co-ordinator, the Governing Body and Staff.

Last Reviewed: January 2026

Next Review date: January 2028

Our Values

- Curiosity
- Stewardship
- Resilience
- Forgiveness
- Respect
- Love

Knowledge and Understanding of Catholic Faith and Life

1. To develop knowledge and understanding of the Catholic faith and life.
2. To develop knowledge and understanding of responses of faith to the ultimate questions about human life, its origin, and its purpose.
3. To develop the skills required to engage in examination of and reflection upon religious belief and practice, including knowledge and awareness of other faiths.
4. To promote Gospel values and their application in everyday life, while providing opportunities for children to develop a personal relationship with God.

5. Objectives

- To create a school community where Christian values inform every aspect of social life and promote respect for and understanding of other faiths.
- To develop awareness, appreciation, and understanding of Catholic beliefs, and to provide children with experiences of Scripture, liturgy, and real-life contexts.
- To recognise that Religious Education is for all. It is a collaborative activity that respects and promotes each child's innate capacity for wonder, reverence, and imagination.
- To support every child in expressing and developing appropriate attitudes, including:
 - Respect for truth
 - Respect for the views of others
 - Awareness of spiritual and moral responsibility

- Understanding the demands of religious commitment in everyday life
- Engagement with the challenges of living in a multicultural and multi-faith society

Guidelines

- A minimum of 10% of teaching time is allocated to Religious Education, in line with the Bishops' Conference of England and Wales.
- The Clifton Diocese Scheme of Work is taught in accordance with the guidance set out in the syllabus and is appropriate to the age and stage of the children.
- Religious Education is taught through a variety of approaches, including direct teaching, integrated lessons, visits, visitors, and prayer.
- Topics for the year are fixed and reflect a whole-school approach. However, the Diocese may request changes to the order of units to accommodate special events or celebrations.
- The school follows the liturgical year alongside the Religious Education Directory, with particular emphasis on Advent, Christmas, Lent, Easter, and Pentecost, as well as specific feast days linked to the school community.
- Children are encouraged to recognise themselves as part of the wider community of God's world and to consider others through outreach activities. These may include:
 - Annual planned initiatives
 - Activities arising from children's own ideas
 - Responses to world events
 - School and diocesan initiatives

- **Delivery of the Religious Education Curriculum**
- Religious Education is a core subject and is central to the Catholic life of the school. It is taught in accordance with the expectations and aims set out in the Religious Education Directory for Catholic Schools: To Know You More Clearly (Catholic Bishops' Conference of England and Wales, 2023).

“Our task is to make that place, the Catholic school, with religious education at its heart.”

— Catholic Bishops' Conference of England and Wales (2023)

The To Know You More Clearly Religious Education Directory (RED) curriculum presents its programme of study through six curriculum branches, which structure learning across the six terms of the school year.

The model curriculum is rooted in the narrative of salvation history and leads pupils on a coherent journey throughout each year of schooling. As pupils revisit each curriculum branch annually, they develop a deeper understanding of its significance for Catholic belief and practice. This spiral approach enables pupils to make meaningful links between the four knowledge lenses:

- Hear
- Believe
- Celebrate
- Live

Curriculum Branches

The six curriculum branches studied in each year group are:

- Creation and Covenant
- Prophecy and Promise
- Galilee to Jerusalem
- Desert to Garden
- To the Ends of the Earth
- Dialogue and Encounter

The Structure of Religious Education Teaching

The programme of study for Religious Education in Catholic schools is structured around four key elements:

1. Knowledge Lenses

These set out what pupils are studying through Hear, Believe, Celebrate, and Live.

2. Ways of Knowing

These describe the skills pupils develop and are depicted as:

- Head (knowing and understanding)
- Heart (reflecting and responding)

- Hands (living and applying)

3. Expected Outcomes

These describe what pupils are expected to know, understand, and be able to do at the end of each phase. They are expressed as “I can” statements.

4. Curriculum Branches

These form the framework for the programme of study across the school year.

Staff Development

All members of staff are encouraged to develop their confidence and expertise in Religious Education through:

- Training opportunities provided by Clifton Diocese
- In-service training led within the school

Provision is made for the Religious Education Lead to have appropriate release time to:

- Monitor assessment
- Support teaching and learning
- Contribute to the school’s wider assessment and monitoring programme

Prayer and Liturgy

(See separate Prayer and Liturgy Policy.)

The Role of the Religious Education Leader

The Religious Education Leader is responsible for:

- Formulating, implementing, and reviewing the RE and Prayer and Liturgy policies
- Ensuring prayer and liturgy are appropriate to the age, aptitude, and family background of pupils
- Organising themes for worship and overseeing assembly rotas
- Ensuring staff have access to appropriate resources

- Supporting newly appointed staff in understanding and implementing policies
- Assisting governors and the headteacher in fulfilling statutory responsibilities for RE and collective worship
- Maintaining effective procedures and documentation
- Observing RE lessons and acts of prayer and liturgy
- Leading and organising staff training
- Attending diocesan in-service courses and disseminating relevant information to staff
- Keeping up to date with diocesan developments and initiatives
- Monitoring standards in RE through work scrutiny
- Engaging pupils through pupil conferencing
- Evaluating resources and managing the RE budget efficiently
- Facilitating liaison, moderation, and the sharing of expertise across the school

Assessment and Monitoring

Religious Education is monitored once per term through:

- Pupil conferencing
- Book looks
- Lesson drop-ins

Feedback is provided to staff, and the RE Lead supports teachers to ensure actions are implemented and progress is made. A dedicated monitoring document is used to support this process.

Recording of Learning

Learning is recorded in a variety of ways, including:

- Individual RE books (usually from Year 1)
- Floor books to capture whole-class discussions
- Photographs annotated by pupils
- Online platforms to record verbal or visual responses

Assessment

Assessment data is recorded on INSIGHT in Terms 2, 4, and 6. Teachers use:

- Pupil work
- Floor books
- Verbal contributions
- Branch quizzes
- RED expected outcomes

Pupils are assessed as:

- Working well below the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth

Moderation takes place:

- Between teachers
- Across phases
- Across schools throughout the year

Monitoring is carried out by:

- Senior Leadership Team
- RE Lead
- Governors
- Pupils

This includes learning walks, pupil voice activities, pupil conferencing, analysis of pupil data, and pupil progress meetings. A dedicated RE pupil progress meeting calendar is in place, with findings reviewed regularly and next steps identified and shared with senior leadership.

Right of Withdrawal from Religious Education

Religious Education is a core component of the curriculum in Catholic schools and is central to the school's distinctive mission and identity. As religion and belief continue to play an increasingly visible role in public life, it is important that all pupils are given opportunities to explore religious and non-religious worldviews, develop mutual respect, and engage thoughtfully with questions of faith, ethics, and identity.

Under the Education Act 1996, parents (or pupils aged 18 and over) have the legal right to request withdrawal from all or part of Religious Education. No reason is required to exercise this right.

While the school must comply with such requests, parents are encouraged to discuss the aims and content of the RE curriculum with the headteacher before making a decision. The headteacher may invite parents to discuss whether the request relates to the entire curriculum or specific elements.

A Catholic Context

Our school's Catholic life and mission are woven through every aspect of school life, from the relationships we nurture to the ways in which we teach, pray, and celebrate together. As a Catholic school, this ethos is embedded across the curriculum, daily routines, displays, celebrations, and community activities.

While it is possible for parents to request withdrawal from Religious Education lessons, it is not possible to withdraw from the wider Catholic life and mission of the school, as this permeates all aspects of school life.

Our school seeks to be an inclusive community. Choosing to withdraw a child from Religious Education may risk creating an exclusive experience for that child, which we would respectfully discourage. We encourage parents to consider carefully the holistic and inclusive nature of Catholic education when making such a decision.

Important Limitations to Withdrawal

If a pupil is withdrawn from Religious Education:

- The school has a duty to supervise the pupil but is not required to provide alternative teaching.
- The pupil may be asked to work independently in another supervised space, such as the library or a breakout area.
- Parents are encouraged to provide appropriate learning materials that reflect their own faith or worldview for their child to use during this time.

It should be noted that:

- Religious content may still be encountered in other areas of the curriculum, including History, PSHE, Citizenship, and English. There is no legal right to withdraw from these subjects.
- Spontaneous discussion of religious matters may arise naturally during classroom interactions as part of everyday learning.
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- Schools are not expected to incur additional costs or provide additional staffing or resources to accommodate a withdrawal from Religious Education.

Managing the Withdrawal Process

- Requests for withdrawal from Religious Education should be made in writing and will be formally acknowledged by the school.
- While not a legal requirement, the school may offer a meeting with the headteacher to discuss the request and its implications.
- A withdrawal request will remain in place until it is rescinded in writing by the parent, or by the pupil if they are aged 18 or over.

As good practice, withdrawal requests may be reviewed annually to ensure they remain appropriate, understood, and agreed by all parties.

