



# **Star of the Sea Catholic Primary School**

## **RE Policy**

**2026 - 2028**

**Coordinator: Miss Austin**

**Updated: January 2026**

**To be reviewed: January 2028**

At Star of the Sea, we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. We believe that every child is a gift from God and has the right to an education which develops their personality, and respect for others' rights and the environment (Article 29 Rights Respecting).

Religious Education in our school is central to the educative mission of the Church and intrinsically linked with our school Mission Statement and permeates everything that we teach.

## **A Place where we Love, Pray, Learn and Grow**

***Star of the Sea school is dedicated to the education, growth and development of the whole child based on the partnership of pupils, staff, parents, governors and parish. The school affirms Gospel values through Christian Catholic teaching, prayer, liturgy and worship.***

Our Mission Statement sits alongside our Star of the Sea values of; Love, kindness, friendship, forgiveness, resilience, honesty and compassion and the drivers for our curriculum, which impact all our subjects:

**Spiritual - *living out the Gospel Values***  
**Togetherness - *as a Rights Respecting school***  
**Ambitious and Aspirational -*to reach our full potential***  
**Resilient - *we never give up***  
**Self-belief - *striving to succeed with a Growth Mindset***

Religious Education although part of the Curriculum is far more than a subject to us at Star of the Sea. It influences all aspects of school life and relationships. We hope that by developing this Catholic emphasis, we are building a caring attitude in school which will be evident in all our relationships between staff and children.

As a Catholic school, we feel that the spiritual, moral, social and cultural development of pupils is a major strength of our school. It underpins the education of our pupils and establishes a caring, orderly and self-disciplined learning community. We seek to encourage the children to work together and to willingly take on responsibility. They learn to share and value the achievements of others. The moral development of our children flows from a firm spiritual base.

We are nurturing the spiritual essence of every child through an engaging curriculum centred on gospel values. Each learner is immersed in authentic teaching to support and inform their moral compass and to equip a generation of emotionally literate, scripturally mindful and universally loving members of the Catholic family. Our aim is that in RE lessons everyone feels respected for their beliefs and expressions of faith and where ultimately, all children achieve.

## **Intent**

### **Rationale of Religious Education**

- **Religious Education is central to the educative mission of the Church.**

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*<sup>1</sup>

- **Religious Education is 'the core of the core curriculum.'**

*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*<sup>1</sup>

- **Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.**

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*<sup>2</sup> As such it is to be taught, developed and resourced with the same commitment as any other subject.

*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*<sup>3</sup>

- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

- **The outcome of Classroom Religious Education is:**

*"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".*<sup>4</sup>

### **The Aims of Religious Education as stated in the RE Curriculum Directory are:**

- *To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;*
- *To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;*
- *To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;*
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;*
- *To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;*

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<sup>1</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

<sup>2</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

<sup>3</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

<sup>4</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

- *To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;*
- *To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;*
- *To bring clarity to the relationship between faith and life, and between faith and culture.<sup>5</sup>*

## **Implementation**

### **Religious Education - Curriculum Time Allocation**

10% of curriculum time is allocated to Religious Education. This does not include Liturgical Prayer.

### **Programme of Study**

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

### **Process**

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory. As the Directory states: <sup>2</sup>

*'Teaching in Religious Education ....should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'*

### **Methodology**

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

### **Inclusion and Equality**

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

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.

### **Right of withdrawal from RE**

Parents have the right of withdrawal from RE for their children. Please see the Withdrawal form RE and Worship Policy.

### **Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week's teaching and learning time per year is given to each.

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<sup>5</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

<sup>6</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

## **Impact**

### **Assessment, Monitoring, Recording and Reporting**

- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by the Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in-house moderation meeting is held in the Spring term ahead of the Summer moderation; however, all assessed books are moderated by the RE coordinator termly to agree outcomes. Pupils' books are externally moderated with the CET and at diocesan RE Coordinators' Moderation meetings in the summer term.
- Monitoring of teaching and learning occurs to support staff and includes learning walks, classroom observation, book and planning scrutiny and pupils voice.
- During the use of the Age-Related Standards in Religious Education (5-19) interim document progress and achievement are recorded and tracked termly using an in-house assessment recording system.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors at Curriculum Meetings and during Governor drop-in sessions.

### **Management of the Subject**

*Katharine Austin*, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. See Appendix 1 for the *job description of the Co-ordinator*.

### **Policy Monitoring and Review**

This policy will be monitored, evaluated and reviewed by *the* Religious Education Subject Leader in consultation with the whole staff and Governing body. It is updated every 2 years.

## **APPENDIX 1**

DIOCESE OF **Hexham & Newcastle**  
DEPARTMENT FOR EDUCATION

Primary RE Co-ordinator Job Description

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the changes to the Age-Related Standards in Religious Education (3-19) interim document and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from at least Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books every term.
- To attend annual diocesan and CET moderation meetings with the required pupil books.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
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- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
  1. The Religious Education Policy and Guidelines
  2. Medium term plans which represent schemes of work in school.
  3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
  4. Audits and reports to Headteacher about progress made in RE.
  5. A record of Staff Professional Development in RE
  6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.

- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's CSED (Catholic Schools Evaluation Document).
- To keep up to date with any changes to the Religious Education Curriculum Directory and attend relevant training.