

# RE Curriculum

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| Person responsible:              | Re Lead Teacher<br>Cherith Baxter-Steele |
| Date approved by governing body: | July 2025                                |
| Review cycle:                    | Every 3 years                            |
| Date of policy review:           | July 2028                                |

# RELIGIOUS EDUCATION CURRICULUM POLICY

## Philosophy of the Religious Education Department

"Catholic schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour centred on the person of Jesus Christ who is our

**Way, Truth and Life.**

(Joint Pastoral Letter on Catholic Education, Bishops' Conference, Sept 2007)

It is the role of St Rose's, within the context of the values of the Gospel and the Christian Faith to work in active partnership with parents and to assist them in their responsibility for educating their children, thereby enabling each child to develop his/her full potential as a unique child of God. St Rose's is committed to the spiritual well being of every person who shares in its life. Our role leads us to affirm the religious and cultural identities of all and create a caring community where everyone is valued, in which Gospel values of **respect, courage, friendship, determination, compassion/kindness, community/inclusion, peace, resilience and hope** are seen in everything that is attempted and where the love of God permeates all who come into contact with us.

Helped by the relationships which are established within St Rose's, we aim to create a loving, secure environment in which the quality of life, enjoyment of the School, self-esteem, a respect for others and a sense of personal and collective achievement can be found.

We strive to foster the individual, spiritual, cultural, social, moral and personal development of all our students by providing programmes of study and a variety of activities, which will enable them to integrate their experiences and learning into an ever-deepening appreciation of faith in Jesus Christ.

We aim to provide a variety of opportunities for meaningful worship which recognise the needs of St Rose's community and encourages all to participate, and thus develop their own journey of faith.

## Rational

**Everything we do at St Rose's is about the individual; we are very flexible about the programs of study we put together for each of our students and we work closely with families to do this. We work together to open up opportunities for our students, empowering them to develop their own sense of independence.**

(St Rose's website)

Every Catholic school in the Diocese of Clifton is required to teach, develop and resource Religious Education with the same commitment as any other core subject. The aim is for all to know and love Christ and to open the vision and imagination of the school community to the wonders of living in God's world, and the responsibilities that follow. It is enshrined in the school's Mission Statement.

Working together to flourish in education and life,  
as children of God with unique individual worth.

Our school has a holistic aim to educate the whole person (body, mind and soul) thus helping develop the unique gifts and talents of everyone within a broad and balanced curriculum and nurturing pupils' moral and spiritual development, so they may be equipped to live their life to the full, sharing in the mission of the Church. Gospel values are at the heart of all we do and strive to provide a welcoming and caring environment that values and works in close partnership with parents/carers, governors, staff, trustees and the wider community to this end.

## Intent and Outcomes

In our School, we aim:

1. To support every member of the school community on their journey of faith by developing this faith when it is present and to facilitate its emergence when it is not.
2. To promote knowledge and understanding of Catholic faith and life.
3. To develop religiously literate young people.
4. To encourage students to be aware of the demands of religious commitment in everyday life.
5. To promote the dignity and freedom of every person as created in the image and likeness of God by making students aware of other denominations and faiths.
6. To experience feelings of wonder and awe to the natural world.
7. To develop moral and ethical convictions and ask questions about the meaning and purpose of existence.

## Implementation

### Religious Education

Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (To know You more Clearly: The Religious Education Directory for Catholic schools, colleges, and academies in England and Wales 2025).

*"Our task is to make that place the Catholic school, with religious education at its heart."  
Catholic Bishops 'Conference of England and Wales (2023)*

As a subject which permeates the whole curriculum, it is embedded in the holistic nature of the curriculum as well as having international links such as CAFOD which enable all students to grow and develop spiritually and morally into responsible citizens.

## ‘To Know you more clearly’ Religious Education Directory

Curriculum branches are the way this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches these we correspond to a three year rolling module plan – see RE LT Coverage Document - X:\REPORTS\Students\Curriculum and Assessment\1. Curriculum\7. R.E. This is rooted in the narrative of salvation history and leads students on a journey that gives a sequence to the learning. As they revisit each branch over the three years, they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses which are: hear, believe, celebrate and live. The six curriculum branches studied are: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth, and Dialogue and Encounter.

Such a curriculum enables differentiation which allows all students to learn and communicate according to their ability. The *Catechism of the Catholic Church*, *The Expected Outcomes of the Religious Education Directory* and the Ways of knowledge, You Cat, You Cat Kids are an integral part of every aspect of Religious Education.

Students will be supported to experience RE learning with -

- co-operative teaching.
- group work and paired work.
- individual work.
- support from teaching assistants and therapists.

The curriculum is not a static one but receives new life through evolving because of liaison with parents, discussions and meetings with members of Clifton Diocesan Schools and Colleges Department, other Special and Catholic schools and regular meetings of staff in St. Rose’s.

Due to the students specialised needs the teaching material is selected to match their developmental stage and enables them to access the curriculum. The use of the RED and materials and resources from Clifton Diocese Schools and Colleges department ensures coverage of this as outlined by 'The Second Vatican Council:- It ensures teachers have an informed basis and guide with which to develop learning from and therefore can be confident of what they are delivering and teaching about our faith. They then use this and the knowledge of the students to ensure work is pitched at the appropriate level and relevant for the individual student with a clear understanding of established knowledge and the next steps for students to achieve.

AQA Unit Awards are used in KS 4 and 5 and certificates are received at the end of the year at Awards evening.

Appropriate provision is made for students who need to use:-

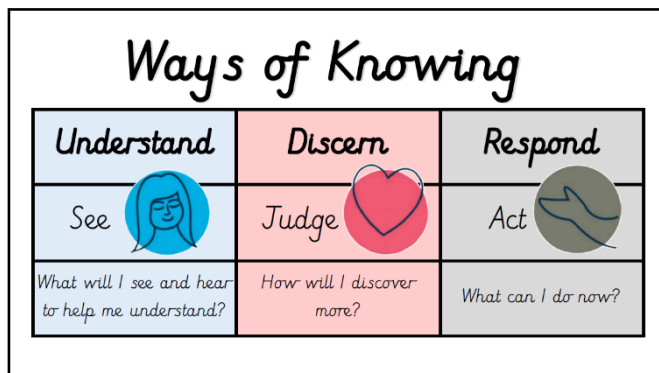
- means of communication other than speech i.e. AAC (Augmented and Alternative Communication), signing both Makaton and BSL, symbols, lip-reading, facial expression or vocalising
- Non-sighted methods of reading such as Braille or equipment for those who have visual impairment or non-aural ways of acquiring information.
- Technological aids in practical and written work.

Judgements made in relation to level description will allow for the provision of the above, where appropriate.

## The Structure of Religious Education Teaching

all outlined in the RE 3 Year Overview document - X:\REPORTS\Students\Curriculum and Assessment\1. Curriculum\7. R.E

The programme of study for Religious Education in Catholic schools has four structural elements:



- Knowledge lenses – setting out what pupils are studying
- Ways of knowing – setting out the skills pupils are developing (depicted as head, heart and hands)
- Expected outcomes – setting out what pupils will be able to do at the end of each phase
- Curriculum branches – the programme of study

## Planning

At St Rose's there are many elements that impact on our students and each modules learning includes a study of the terms Core Value and focused sessions on one of the Catholic Social Teaching Principles through the use of resources such as – Virtues to Live By & CAFOD Education Resources and the 'Day by Day' scheme created by Arundel and Brighton Diocese. This is supplemented by resources created by the Schools and Colleges Departments in Clifton and Plymouth. Planning is tailored to the specific needs of the children so that the learning is accessible and engaging. We are implementing the *Religious Education Directory* by following the plan set by Clifton Diocese.

## Time allocation

The time allocation for Religious Education is 10% of the taught week in Key Stage 1, 2, 3 & 4 and 5% in KS5, in accordance with the guidelines from the Bishops of England and Wales.

## Early Years Foundation Stage

In Early Years classes, Religious Education is an integral part of the topic work covered during the year. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. RE is included in 'Understanding the World' and 'Personal, Social and Emotional Development' areas of learning. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end.

## Impact

### Assessment and Monitoring

Assessment data is reviewed by RE teachers at the end of terms 2, 4 and 6 and reviewed with the RE Lead Teacher if needed. End of year Data is submitted to the RE Lead at the end of the year. Teachers use the assessment ladder using RED outcomes and other sources of recording such as students work, response sheets, Observation sheets, verbal contributions to inform them of students' attainment. These are recorded as either Emerging, Developing or Secure/with Support at times there may be the use of Not Applicable due to the students individual needs or diagnosis e.g.- Visually/Hearing Impairment or physical disability. Assessment moderation is conducted between teachers and across phases and schools at least once per year.

Monitoring is conducted by the senior leadership team and RE leader in a number of ways including:

- ✓ Book looks
- ✓ Learning walks
- ✓ Pupil conferencing
- ✓ Assessment data analysis
- ✓ Pupil progress item in Teachers and Teachers of RE meetings

Findings are reviewed and next steps identified. These are shared with the senior leadership team, school governors, and board of trustees through reports to Governors meetings four times a year. This happens via RE and Ethos reports in EHC Committee meetings and this is then taken to FGB meetings with a final Data and Report at the end of the year.

### Strategies and Aims that underpin the effective delivery of RE - :

The aims of the Religious Education Curriculum are:-

1. To teach religious education discretely and developmentally. Teaching will include the deepening of knowledge and understanding of theological ideas and their application to life.(C&S Teaching and Learning)

2. To help the students engage with their own and others' beliefs and values and help them to develop good attitudes and dispositions so that they are instilled with a love of learning and a desire to go on learning. (C&S Teaching and Learning)
3. To offer the students a sense of self worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life (C&S Teaching and Learning)
4. To develop a sense of awe, wonder and reverence in each student;
5. To develop each student's capacity to go beyond, physical, tangible reality and the material world;
6. To develop in the life of each student a knowledge and a sense of God;
7. To enable each student to reflect on and respond to God's presence;
8. To enable each student to become familiar with the life, words and actions of the Saints and other significant Christians;
9. To develop respect for other faiths – their ways of worship and traditions;
10. To support RSE (Relationship and Sex Education), an integral part of the PSHCE programme.

## **Attitudes to be fostered in Religious Education**

### **Broad areas of attainment in Religious Education**

In identifying the attitudes to be fostered in Religious Education, the Working Party for the above Document chose to make an association with the gifts of the Holy Spirit identified in Scripture and Catholic tradition as signs of growth and maturity.

Through programmes of study, and the skills developed, it is the intention to help students to develop attitudes which may be grouped under the headings of

**Wisdom** - an ability to look critically at the beliefs, values and morality society; a thirst for meaning and willingness to learn;

**Understanding** - a receptivity to the gift of being able to look beyond the immediate to seek for a meaning and purpose in their own personal life and experience of others;

**Knowledge** - an openness which engenders the confidence necessary to integrate religious knowledge into a way of life. It requires a respect for truth and an openness to search for meaning;

**Right Judgement** - an awareness of the complexity of making choices and a willingness to discern the appropriateness of moral decisions with reference to personal experience and the experience of others. It requires a sense of self-esteem and self-knowledge, a sense of community, responsibility and a correct respect for authority;

**Courage** - a willingness to struggle with the challenges of religious thinking and of Christian living. It requires a sense of personal dignity, a sense of personal responsibility and a clear sense of right and wrong;

**Reverence** - a respect for self; a respect for others and awareness of obligations in justice and charity towards them. It requires empathy, openness and sensitivity in relating to others, their views, opinions and beliefs;

**Awe and Wonder** - a sense of the transcendent and the Holy springing from an awareness of the presence of God in self, others and the world.

This policy has been created in conjunction with Little Ways Catholic Education Trust (LWCET) we at St Rose's are grateful for their continued support and the guidance from them and Clifton Diocese.

## The Little Way Catholic Education Trust Mission

The Trust family is united in its shared mission to develop our Catholic ethos in order to transform the lives of every child, family and community we serve, in Jesus' name.

Our vision is to empower every child to excel academically, socially, morally, culturally and spiritually in order that they may flourish as individuals. Assured of the love of God, we strive to educate children within an inclusive and compassionate community which celebrates the gifts and talents of our pupils and removes barriers to learning. We strive to be a community of life-long learners, contributing to a just and loving society.

Our Trust family is a partnership of equals who work collaboratively so that everyone can grow and learn together. We celebrate the diversity of our schools, retaining our individual characteristics, whilst working together for the greater good of our whole community.

Through honesty, respect, service and solidarity we value each other as one family.

All are welcome.

## Right of withdrawal from Religious Education

Religious Education (RE) is a core component of the curriculum in all Catholic schools and is central to the distinctive mission and identity of our Trust. As religion and belief continue to play an increasingly visible role in public life, it is important that all pupils are given the opportunity to explore religious and non-religious worldviews, develop respect for others, and engage meaningfully with questions of faith, ethics, and identity.

Under the Education Act 1996, parents (or pupils aged 18 or over) have the legal right to request that their child be withdrawn from all or part of Religious Education. No reason is required to exercise this right. While schools must comply with such requests, we encourage parents to understand the aims and scope of the RE curriculum before deciding to withdraw. The Headteacher may invite parents to

discuss the request in more detail, including whether it applies to the entire curriculum or only specific content.

### **A Catholic Context**

All schools in our Trust are Catholic by foundation. As such, the Catholic life and mission of the school are woven through every aspect of school life—from the relationships we foster, to how we teach and celebrate together. This means that:

- While it is possible to withdraw from RE lessons, it is not possible to withdraw from the broader Catholic life and mission of the school, as it is embedded across the curriculum, daily routines, displays, celebrations, and community activities.
- Our schools seek to be inclusive communities. Choosing to withdraw a child from RE can risk creating an exclusive experience for that child, which we would respectfully discourage.

### **Important – Limitations to Withdrawal**

- If a pupil is withdrawn from RE, the school has a duty to supervise the pupil, but not to provide alternative teaching. Pupils may be asked to work independently in another supervised space (e.g., a library or 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.
- Religious content may still be encountered in other areas of the curriculum (e.g., History, PSHE, Citizenship, English), and there is no right to withdraw from these subjects. Spontaneous discussion of religious matters may also occur as part of normal classroom interaction.
- Schools are not expected to incur additional costs or resources in accommodating a withdrawal from RE.

### **Managing the Process**

- Requests for withdrawal should be made in writing and will be acknowledged by the school.
- While not a legal requirement, schools may offer a meeting with the Principle to discuss the implications of the request.
- The withdrawal will remain in place until rescinded in writing by the parent or pupil (if over 18).
- It is considered good practice for withdrawal requests to be reviewed annually, to ensure they remain appropriate and understood.

**This Policy Statement is considered part of the Terms and Conditions of Employment for all staff at St Rose's**

..... **Chair of Governors**      **Date:** .....

..... **Principal**      **Date:** .....

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<sup>1</sup> School Standards and Framework Act 1998, s.69(1).

<sup>2</sup> The term 'trust deed' is defined widely: see section 579(1) of the Education Act 1996.

<sup>3</sup> Schools Standards and Framework Act 1998, Schedule 19, paragraph.4; Instrument of Government, clause 2.

<sup>4</sup> *The Mainstream Academy and Free School: Supplemental Funding Agreement* (December 2020); *Academy articles of association: For use by Catholic academies* (February 2019).

<sup>5</sup> School Standards and Framework Act 1998, s.70(1).

<sup>6</sup> School Standards and Framework Act 1998, Schedule 20; Instrument of Government, clause 2.

Guidance on the right of withdrawal from religious education and/or collective worship – July 2024

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