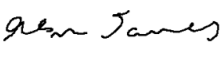




Sacred Heart Catholic Voluntary Academy

***“At SACRED HEART
We live and learn in hope and
joy, keeping the spirit of God
alive in our community.”***

Religious Education Policy

Review date		October 2026	
Signed Headteacher		Signed Chair of Governors	
Alison James			
Marie Sexton		Caroline Pinto	
Lead Practitioner / RE Lead			
Pauline Cefai			



The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness, and reconciliation. Children learn to appreciate the love of God in their everyday lives and in the world about them. The life of the school is underpinned by the school's Mission Statement, which is displayed in every classroom and is explored more deeply at the beginning of each new academic year. The school Mission statement is:

***"At SACRED HEART
We live and learn in hope and
joy, keeping the spirit of God
alive in our community."***

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development, and moral development.

1 Rationale

Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject; 'The outcome of excellent 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.' Religious Education Curriculum directory for Catholic Schools (CES 2012)

2 Our aims and objectives

At Sacred Heart, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation.
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship.
- A sense of belonging to and participating in a community.

- A real understanding and practise of the Catholic Faith

Opportunities to develop understanding, respect and appreciation of other faiths.

- Familiarity with religious language, symbols, signs and gestures of worship and prayer.
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional, and physiological growth.

3 The Religious Education Curriculum

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 (CES 2012). "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." Catholic Bishops 'Conference of England and Wales (May 2000). 'Only a strong and united action by the Church in the field of education in an increasingly fragmented and conflict-ridden world can contribute both to the evangelisation mission entrusted to her by Jesus and to the construction of a world in which human persons feel they are brothers and sisters, because 'Only with this awareness of being children, that we are not orphans, can we live in peace among ourselves'" – Pope Francis during the World Congress for Catholic Education in Rome entitled *Educating Today and Tomorrow*. The introduction of the new Religious Education Directory – *To Know You More Clearly* - 2025

4 The new RED – '*To Know You More Clearly*'

"To know you more clearly" (RED) curriculum is structured into **six curriculum branches** that follow a spiral pathway to deepen understanding over time. These branches are **Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth, and Dialogue and Encounter**. The curriculum is further broken down into four **knowledge lenses—Hear, Believe, Celebrate, and Live**—to help pupils understand and engage with the content at each stage.

During the three terms further weeks are set aside to learn about another world faith, such as Judaism, Islam, Hinduism, Sikhism and Buddhism.

In addition to the timetabled RE sessions and daily collective worship, Sacred Heart celebrates holy days, special feast days, key stage assemblies, Celebration of the Word, hymn practice, class liturgies, Adoration, class Masses and whole school Masses and Enrichment days such as Diwali.

5 The Structure of Religious Education Teaching

The programme of study for religious education in Catholic schools has four structural elements: knowledge lenses, ways of knowing, expected outcomes and curriculum branches.

Knowledge lenses set out the object of study for pupils. They indicate what should be known by the end of each age-phase.

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey.

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set out outcomes that will indicate what pupils are expected to know, remember, and be able to do using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

Curriculum branches are the way this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model of curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning.

6 Planning

Planning is provided by the Diocese of Nottingham. A RED working group made up of the RE advisor, headteachers, teachers and lay chaplains have planned all the taught Branches based on the Religious Education directory. Resources such as PowerPoints and worksheets have been created to support teachers. At Sacred Heart all planning is then tailored to the specific needs of our school and the children so that the learning is accessible and engaging.

7 Time allocation

The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (May 2000). Therefore, all children will receive two and a half hours per week. This allocated curriculum time does not include forms of collective worship.

8 Early Years Foundation Stage

In EYFS classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the EYFS 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.

9 Assessment

At Sacred Heart, assessment in RE is a continuous process. Each Branch is taught over 10 sessions each having their own learning focus. The 9th focus is generally an assessment in which the whole Branch is revisited, and students can showcase their understanding. This carries on in the Respond session and through the end of Branch Celebration of the Word.

Pupil progress is also assessed through learning walks, pupil voice, and pieces of work recorded in their books. Internal and external moderation take place regularly.

Summative assessments are recorded and monitored using Target Tracker. This data may also be accessed by St Thomas Aquinas Multi-Academy Trust (CMAT). Children deemed to be making less-than-expected progress will be monitored more closely and teachers will be required to make a termly data-drop for these children.

A baseline assessment is carried out at the beginning of both Foundation 1 and 2 to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout EYFS, the teacher, and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of EYFS to demonstrate the gains in knowledge and understanding (value-added).

10 Marking and Feedback

When written work has been completed, exercise books are handed in at the end of the lesson and the teacher then analyses each child's work. When reviewing work, the teacher will tick the Learning Focus:

- ✓ 1 tick- children who need further help (Emerging)
- ✓ 2 ticks- children who understood the concept. (Expected)
- ✓ 3 ticks- children who performed particularly well (Exceeding)

As per the school's marking and feedback policy, the learning objective at the top of the page receives either one, two or three ticks- see above. An area of the piece of work, which is to be celebrated is highlighted green and an area of development should be highlighted yellow. Any words related to RE or the topic which have been misspelt, should be corrected.

One piece is an extended write, another is an 'Art Appreciation' and one is a 'Scripture Detective' opportunity.

11 Leadership, Monitoring and Review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching by keeping them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary and will lead RE staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

The RE leader is to work closely with the Head Teacher and is to evaluate the strengths and weaknesses in RE which is then used to form an action and development plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school's agreed monitoring cycle.