

Our mission is to **RECOGNISE** the original gifts of our young people, preparing them for **SERVICE** in the common good for the transformation of society and we aim for academic **EXCELLENCE** for all, for the sake of the dignity of the individual.

Together, through our words and actions, our work and play
We point towards Christ each and every day.

St John the Baptist Catholic Primary School



RELIGIOUS EDUCATION POLICY

*“Remember the Lord in everything you do, and he will
show you the right way”
Proverbs 3:6*

This policy has been approved and adopted by the Governing Body in November 2025 and will be reviewed in November 2027.

Signed by Chair of Governors: 
Date:

Signed by Head teacher: 
Date: 25/11/25

Date	Reason & Changes Made	By
8/11/23	Policy Review Cycle Revised to reflect changes to the RED and SJB curriculum approach.	Catherine Whatley Headteacher
21/10/25	Policy Review Cycle	Catherine Whatley Headteacher

***Together,
Through our words and actions, our work and play,
We point towards Christ each and every day.***

At St John the Baptist, Religious Education is at the heart of all that we do. As a Catholic school, we embrace the teachings of the Catholic Church and work closely with the local Catholic community. In partnership with families and parishes, we support the children's faith journeys and we ensure the God is central to our daily interactions as well as being the foundation of all our policies.

As a Catholic school, we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education at St. John the Baptist respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds.

Through Religious Education, our children learn about their unique place within the home, school and parish community. It is the aim of St. John the Baptist Primary School to provide opportunities for all children to learn and to achieve, regardless of gender, ethnicity or ability. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of life. We aim to promote their self-esteem and emotional well-being and to help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and others. Through our teaching of RE, we aim to develop tolerance and respect for the different cultures and beliefs within our society, an awareness of Catholic Social Teaching and to support British values.

'Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty' (CAFOD 2020). Following in the footsteps of Christ, we encourage and support SJB children to make present in our unjust and broken world, the justice, love and peace of God.

The aims of Religious Education in Catholic schools

1. To engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life.

(To Know You More Clearly, Religious Education Directory)

Planning and Delivery

Religious education is the core of the core curriculum. RE is an academic discipline with the same systematic demands and rigour as other core subjects – Reading, Writing and Mathematics. Therefore, 10% of curriculum time is allocated to the teaching of religious education. Prayer and Liturgy is **not** included in the 10% teaching time.

The Catholicity of the school underpins what we do every day. This also directs us, with the help of God and the Diocese of Portsmouth, to implement an RE curriculum whereby the Catholic faith permeates everything we do. We ensure that families are supported in bringing their children up in the Catholic faith and we provide a well-rounded Catholic education. For RE, we follow the Diocese of Portsmouth's God Matters documents as a scaffold for planning and coverage in our school.

The God Matters religious education scheme:

- Adheres to the Religious Education Directory (3-19) of the Bishops of England and Wales (2012).
- Is rooted in scripture.
- Ensures thorough coverage throughout the school and progression of knowledge through exposure to many bible stories.
- Enables children to build on skills each year

- Adhere's to Age-related Standards in Religious Education (3-19) of the Bishops of England and Wals (2018) which provides clear indicators for end of phase attainment.

Planning is enriched through the use of the supplementary guidance provided by the diocese school's team.

The history of Catholic schools is characterised by welcoming pupils from different cultural backgrounds and religious affiliations. Catholic school are educating communities in which the human person can express themselves and grow in their humanity, in relational dialogue, interacting in a constructive way, exercising tolerance, understanding different points of view and creating trust in an atmosphere of authentic harmony. Our Catholic school is a place of differences living together in harmony.

To love our neighbour is also to respect and esteem their culture, and to enter into dialogue is a means of learning how to live peaceably with difference. Therefore, as children progress through school, they will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews.

The role of the RE Leader:

1. Provide an annual overview which details the length of each unit of learning, taking account of the shape of the liturgical year, feast days and celebrations.
2. Plan and lead staff CPD for each unit of learning to develop the theological understanding required to impart knowledge effectively.
3. Monitor the quality of provision and compliance to 10% curriculum time.
4. Plan and lead standardisation activities before key assessment points
5. Analyse assessment data, respond to emerging patterns and report outcomes to leaders.
6. Plan and deliver induction for all new members of staff
7. Liaise with the diocese to ensure the school responds to developments within Catholic education.
8. Write and share a termly RE newsletter with the school and parish community detailing RE learning for the term.

The role of the class teacher:

1. Ensure all planning is comparable to other core subjects (medium term planning, weekly planning)
2. Ensure the class environment reflects the religious education journey as well as the changes within the liturgical year.
3. Ensure formative and summative assessment and reporting is comparable to other core subjects.
4. Provide one piece of RE homework every half term.

Monitoring and Assessment.

Assessment of Religious Education will take place in line with the Feedback and Assessment Policies with the same rigour as other core subjects.

- Formative Assessment by class teachers will use Assessment for Learning (AfL) strategies closely linked to the learning outcomes, steps to success and Assessment Statements in line with the God Matters scheme.
- Pupils will complete self-assessments against the steps to success to celebrate their achievements.
- Each unit will begin and end with a Cold and Hot task. The children will be guided to recall their prior knowledge of themes and vocabulary (cold task) and answer the units key question (hot tasks). This will be used by class teachers when making summative assessment judgements.
- Children will be assessed against the Age-related Standards in Religious Education (3-19) of the Bishops of England and Wales (2018) which provides clear indicators for end of phase attainment.
- Recording will take place through R.E. books (KS1 and KS2) and Spiritual Journey books (every class).
- Reporting takes place once every term through Parent Consultations, a final written report in the summer term.

Classroom Organisation

A variety of approaches will be used including

- Teacher-led activities
- Child-initiated activities
- Individual and group work
- Thinking Skills activities
- Art, drama, music and art

RE board:

- This colour will reflect the colours of the liturgical year
- Key question
- Key vocabulary
- Evolves during the unit as a working wall (post it notes, models and scaffolds, key learning points)
- Links to Catholic Social Teaching
- Board chosen must be in a prominent position within the classroom

Equal Opportunities

All pupils must have equal opportunities. Account will be taken of the religious backgrounds of children and the different stages they are at in their faith journey.

Other faith dimensions are respected, and this is delivered through the scheme of work provided by the Diocese, supported by "God Matters."

RE Induction to St John the Baptist Catholic School

Timetable of Induction

Date	Activity	Staff
Term before employment.	Induction Meeting – <ul style="list-style-type: none"> • Supporting the Catholic Ethos in SJB school. • Religious Education Policy • Prayer & Liturgy Policy Ethos Walk Prayer list First Term Overview Plan Planning the First Unit	RE Leader New Staff
First Three Weeks of Term	Book and Planning Scrutiny by RE leader. RE lesson observation New Staff to observe class worship delivered by more experience member of teaching staff	RE Leader New Staff HT/DHT
After Half Term	Support planning collective worship Class worship observation by RE leader and/or Head teacher Book and Planning Scrutiny by RE leader. RE lesson observation Moderation meeting and preparation for initial data drop.	RE Leader New Staff
Second Term & Third Term	Continue with whole school monitoring cycle (inclusive of RE as core subject) Planning meeting – RE and collective worship Moderation of RE books and preparation for data drops.	SLT RE Leader New Staff
Ongoing Support	Approx. monthly RE staff meetings led by RE leader to support subject knowledge and planning processes.	

Supporting the Catholic Ethos and Teaching Religious Education at St John the Baptist Primary School

See Induction Pack for New Staff for further details

Supporting the Catholic Ethos

Liturgy, Celebration of the Word, and Prayer form a continuum with a celebration of Mass on a Solemnity of the Church (e.g., Ascension of the Lord) at one end and silent meditation at the other. Of course, there are areas of overlap between the categories. The word 'Worship' is not used to denote a distinct category in the Prayer and Liturgy Directory. In Catholic terminology 'worship' is not generally used to name and describe a distinct type of prayer or event. Worship is about living our lives in a way that recognises that everything we have is a gift from God and that everything we do should give glory to God. That, of course, does include prayer but the scope is broader. With that understanding of worship, it will be seen that the purpose of education in a Catholic school is to know and love Christ and to open the vision and imagination of pupils to the wonder of living in God's world, and the responsibilities that follow from this.

Prayer is central to the daily life of our school. It is the heartbeat which moves the day forward but also allowing moments of stillness and reflection within a busy school life.

All prayers:

- Begin and end with the sign of the cross.
- Must not begin until all pupils have their hands joined (hands by your heart, fingers pointing to heaven) and are still.
- Are said together, facing the class crucifix and from Y2+ standing behind their chairs.
- During prayer it is expected that no-one will walk through the hall or continue an activity. Adults and pupils are expected to stand still and join their hands until the prayers have finished.

Liturgy

Liturgy is a formal act of the Church. The official liturgical books, such as the Roman Missal and the Lectionary, set out the structure to be followed, the words to be spoken, the gestures to be performed and the symbols to be used when celebrating a Liturgy.

(Prayer & Liturgy Directory)

Liturgies celebrated in our school include:

- Sacrament of the Eucharist (Mass) - Celebrated at least once every half term in school by all the children and staff and once per term in the parish church for KS2 children. Family, friends, and parishioners are warmly welcome to join us at school to celebrate Holy Mass.
- Sacrament of Reconciliation - During Advent and Lent all eligible children have the opportunity to receive this sacrament at school. Children who have not completed the sacramental preparation programme join us for a reconciliation service and time of reflection.
- Exposition of the Blessed Sacrament - Benediction

Celebration of the Word

Celebration of the Word follows structural patterns found in the liturgy. The term is used for celebrations that are created for the school community and not directly taken from the liturgical books of the Church. The most common example would be services which are built around the proclamation of scripture and are based on the structure of the Liturgy of the Word in the Mass.

(Prayer & Liturgy Directory)

Liturgical Prayer celebrated in our school include:

- Gospel Celebration of the Word - every Monday, to explore the previous Sunday's gospel reading
- Faith in Action Celebration of the Word - every Wednesday, to explore how to use the principles of Catholic Social Teaching in our lives.
- Advent Service - ministered by our KS2 children for family, friends, and parishioners in our parish church every Advent
- Remembrance Service - ministered by Year 6 for our school community in November
- May Procession - ministered by children from YR to Y6 in honour of May for our family, friends, and parishioners
- Stations of the Cross - ministered by our KS2 children for family, friends, and parishioners during Lent both at school and in the parish church.
- Class Celebration of the Word - planned and ministered by each class once per term, parents and friends are invited to join us
- Prayer Leaders - Children can apply to be a Prayer Leader each term. The Prayer Leaders plan, prepare, and lead celebration of the word for their class every fortnight.

Prayer

Prayer is the heartbeat of our school day. Although prayer times have a clear structure, they rely less on formal elements taken from the Liturgy. Texts used may include familiar prayers as well as prayers written for the occasion but there is also scope for spontaneous prayers, for example, intercessions. Giving space for appropriate silence forms part of the prayer.

Prayer in our school:

- Morning Prayer - prayed in class at the beginning of the day. In Year R and Year 1, we use a set prayer but from Year 2 upwards, the prayer changes weekly to reflect the Liturgical Year.
- Midday Prayer - We pray in class before breaking for lunch. At Key Stage 1, the children also pray the Hail Mary which progresses at Key Stage 2 as the children pray the Angelus together before returning to class for their afternoon lessons.
- Evening Prayer - prayed either in class or together as a whole school community. We pray the Guardian Angel prayer just before we go home.
- Lectio Divina - ministered by our parish deacon or by class teachers for children across KS2. A time to reflect upon the scripture and listen to the voice of God.
- Special Spots - a form of meditation using our beautiful school grounds
- The Lunchtime Rosary - prayed during October and May to honour our Lady
- Prayer Intentions - Each class has a prayer intentions board. Every Monday, the children and staff are invited to offer their intentions for the week. These intentions are included in our morning and evening prayers.
- Prayer in meetings - every staff and governor meeting begins with a prayer. The children also begin their meetings with a prayer - House Meetings, School Council Meetings

Place the "We are Praying" signs on your classroom door or on the Serenity room door before worship begins.

There will be Masses and Reconciliation liturgies held throughout the year. Some children in KS2 will be selected by class teachers to read the scriptures or write and/or lead us in prayer. In accordance to the Bishops of England and Wales Liturgy directive, these children must be able to read clearly and fluently, and be well practiced. They are not reading in an assembly but proclaiming the Word of our Lord.

Staff and pupils are required to show reverence during these celebrations. This can be achieved through 'prayer hands' and bowing of heads at appropriate points. The Order of Mass is always available to staff so the responses can be followed. All KS2 pupils will come forward during the Liturgy of the Eucharist either to receive Eucharist if they have made their Holy Communion (indicated by "prayer hands") or to receive a blessing (indicated by arms crossed over the chest). There will then be an opportunity for staff to do the same – this is not compulsory.

Each Key Stage 2 class will join the parish in celebrating Mass once a term. They are expected to show the same reverence and respect during this time as they do at school. New children may need to be shown how to bless themselves with holy water on entering the church and genuflecting to the blessed sacrament before entering the pews. Class teachers will need to check the "Walking to Church" risk assessment and gather parent volunteers to walk to the church with them.

It is good practice to invite the parents of all children in the class to join us when celebrating Mass with the parish – personal cards or invitations written by the children.

Classrooms

Each class room must have a prayer table and RE board. The table and board must be dressed in the appropriate liturgical colours to reflect the season of the Church year.

Table – candle, bible (open on the page reflecting the scripture of that topic/week), small cross, any other artefacts/ornaments to reflect the learning taking place in the RE topic (small statues, rosary beads, prayer boxes...)

Spiritual Journey Book – This book is renewed each new academic year. It should reflect the journey taken spiritually and academically through the seasons of the Church and the RE topics covered.

Things to include could be:

- Liturgical colours
- Photographs of Liturgies, drama, art, prayer (annotated with reflections by the children)
- Prayers written by the children or studied/learnt as part of the topic (annotated by the children)
- The Key Question of the topic with children having the opportunity to record their thoughts/reflections/answers as the topic progresses
- Examples of homework/Advent and Lenten Promises.

Teaching and Learning RE

Each class should timetable 2.5 hours of RE per week.

Planning expectations are detailed in the Religious Education Policy.

Key Documents:

- To Know You More Clearly – Religious Education Directory (RED)
- To Love You More Dearly – Prayer & Liturgy Directory (PLD)
- Good News Bible
- God Matters scheme of work
- Supplementary Guidance
- YOUCAT
- Marking the Liturgical Year
- SJB Annual Cycle

Assessment: There are four formal assessment points during the year which are identified on the Annual cycle. Assessment data will be collected by the RE leader for each phase of learning, which will cover more than one unit. Assessments are made against Age-related Standards in Religious Education (3-19) of the Bishops of England and Wales which are grouped as EYFS, KS1, lower KS2 and upper KS2. Progress should be monitored by the class teacher within all units. Formal assessments will record the attainment using these codes on the SJB assessment profile document (SAP) :

WTS: Working Towards expected standard

EXS: Meeting expected standard

GDS: Working at Greater Depth within expected standard

The RE leader will analyse the data after each data collection point and provide each class teacher with a tracking document. This document should be used to support planning, differentiation, targeted groups and accelerated learning.

Books: All work within RE books should meet the same presentation and quality requirements of Maths, Science or English.

Each unit should begin with a [Topic Sheet](#) (see examples on Teachers Pool).

- Topic Title – key question
- Liturgical colours
- Key Vocabulary
- Picture

Each piece of work should have a Learning Objective and Steps to Success sheet as in other core subjects.

Feedback: according to the Feedback policy. Avoid making comments based on Literacy objectives and focus marking on RE attainment statements.

Resources:

[God Matters](#): This is the scheme of work. There are many useful ideas which are still relevant but this should not be used in isolation. The unit front cover provides lots of useful information about the main learning focus of each unit.

Updated [Supplementary Guidance](#): This is a point of reference for the content of each topic. The RE Leader will hold a staff meeting at the beginning to each topic to reflect on the theology to be covered and answer any questions.

Deputy Head teachers Office: There are many good resource books in the DHT office for both curriculum RE and worship.

Websites: Be careful googling the answers! There are many American Catholic websites which do not adhere to the teachings of the Bishops of England and Wales.

These are some of the most useful websites:

www.cafod.org.uk

www.REonline.co.uk

www.loyolapress.org.uk

www.sacredspace.ie

<http://www.prayerspacesinschools.com/>

www.catholic-icing.com – an American website but great for craft ideas and projects.

If in doubt, ask the RE leader.

