



## **St. Ethelbert's RCP School** **Religious Education Policy**

*Love, Care, Share...*

*Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples.*

### **Our Aims**

The children of St. Ethelbert's RCP, Bolton, are welcomed into a safe, secure environment; every pupil is known as an individual and has a strong sense of belonging to our special community. We recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. Every child is encouraged to aim high and to become the person God wants each of them to be. The school strives to nurture their faith, whatever that faith may be, and to help them to have a strong sense of self-worth and well-being, knowing that they are loved by God. Our pupils have a strong awareness of faith, morality and responsibility due to the school's authentically Catholic ethos.

*"At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education." (Religious Education in Schools: Bishops' Conference of England & Wales, 2000)*

Our aim is to encourage curiosity, a love of learning and a deep understanding of the teachings of Jesus, which our pupils bear witness to through their relationships, behaviour and their care for those in need. Achievement, at all levels, is celebrated and valued. We aim for our children to have a life-long commitment to their faith; we want them to know of God's love and compassion for everyone and to work towards living by His teachings. We believe that this can be achieved through an engaging Religious Education curriculum, which stimulates imagination and deep thinking; a curriculum which promotes an authentic vision of Catholic Social Teaching and which raises awareness of the faith and traditions of other religious communities.

Through our Catholic ethos and Religious Education provision, we aim to actively implement our school's mission statement, establishing a solid foundation of beliefs and values for all our children, so that the Gospel of our Blessed Lord is truly alive within our school.

### **Curriculum Time Allocation**

In line with the Bishops' Conference recommendations, 10% of curriculum time is allocated to RE; this does not include collective worship. This may be delivered in short or longer sessions throughout the week, with the pattern of lessons varying, depending on the activities being delivered.

### **Programme of Study**

To fulfil the above aims and to address all areas of the RE Curriculum Directory, from September 2025, the school uses the '*Lighting the Path*' programme for pupils in EYFS & KS1, as recommended by Salford Diocese. Until the scheme for KS2 is published in September 2026, school will use the Salford Diocese Y3 units of work for lower KS2 and the Y5 units for Upper KS2.

### **How Religious Education is Taught**

Teachers use the units in the '*Lighting the Path*' scheme as the basis for their planning in EYFS & KS1, whilst in KS2, the Salford Diocese materials are utilised. A variety of teaching and learning approaches are used to make the curriculum interesting and engaging. Where appropriate, teachers plan and deliver creative activities, allowing the children to use their knowledge and skills from other areas of the curriculum, for example in art, music and drama. Outcomes are recorded in workbooks or on the Seesaw learning platform. Attractive displays also celebrate the children's learning.

World religions are taught through the 'Encounter & Dialogue' branch - effective use is made of visits and visitors to enrich the curriculum, such as visits to Manchester Jewish Museum and the local mosque or the delivery of workshops by Imran Kotwal / Tamar Bacal (Judaism).

Catholic Social Teaching is a thread which runs through our whole curriculum, not just in RE. CST themes are woven through the new schemes of work.

In order to deepen the children's knowledge of scripture, a hermeneutical approach is used.

### **Inclusion & Equality**

In line with the Equalities Act 2010, all children in our school, irrespective of faith, ability, background, or any other protected characteristics, receive appropriate access to the RE curriculum. Teaching is adapted to meet the needs of all learners, particularly those with SEND.

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

Assessment of attainment is carried out using the Age-Related Standards in the Religious Education (3-19) interim document, agreed by Bishops' Conference. Assessment of children's knowledge, understanding, skills and attitudes in RE are assessed during every activity. These can be demonstrated through discussion, written work, art work, role play, music and drama. Marking is undertaken in accordance with school policy – wherever, possible, teachers' comments will provide opportunities for the children to think more deeply about their learning.

In-house moderation of children's work is held twice across the year. Moderation with colleagues from our BOSCEP schools is carried out at least once per year.

For every unit of work, teachers keep a record of attainment, indicating those children who have or have not met their learning objectives. As a result, teachers can see if a child is on track to achieve the end of key stage expectations.

Comments related to achievement in RE are made for each child on their annual report.

## **Monitoring**

Arrangements for monitoring mirror those used for other curriculum areas. The RE subject leaders monitor teaching and learning in all year groups at least twice per year; a third formal observation focuses on collective worship; learning walks and drop-ins also provide useful information about what is happening in RE. Work scrutiny is carried out on a termly basis. The RE Governor monitors provision at least once a year.

## **Leadership of Religious Education**

### **Governors:**

It is the responsibility of the Governing Board to ensure that the best possible Catholic education is provided for all our pupils. The governors ensure that the school is run according to its Instrument of Government and that its religious character is preserved and developed, with the aim of attaining the highest academic standards. The governors ensure that the school consistently bears witness to our Catholic faith in every aspect of its life.

In terms of curriculum RE, the governors make a priority of their strategic role in setting its aims and objectives and play an active role in monitoring the effectiveness of provision and its impact on the spirituality and faith development of our children. They monitor that the school's curriculum is rooted in the Gospel, ensuring that national and diocesan guidelines are met. Governors receive updates about all aspects of the school's religious provision at their termly meetings, both verbally and through the detailed written report provided by the Headteacher.

### **Headteacher:**

The Headteacher's first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. This must be reflected in every aspect of school life, including: the curriculum, which should be 'the core of the core'.

The Headteacher, working with the governors and others, draws on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community.

To do this, the Headteacher is responsible for:

- communicating the mission of the Catholic school
- promoting Gospel values in policy, practice and relationships
- ensuring that the Religious Education programme is given full regard, both in terms of classroom religious education and in the whole Catholic life of the school
- ensuring that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- leading by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice in order to create a shared culture and positive climate
- working within the school community to translate the vision for an effective Catholic school into reality, through agreed objectives and action plans which will promote and sustain school improvement and secure the school's mission
- creating and implementing a strategic plan, underpinned by sound financial planning, which promotes school improvement; priorities and targets are identified to ensure that pupils achieve high standards and make good progress and so protect and pursue the right and opportunity for everyone to be the best they can be as a child of God

### **RE Leaders:**

The RE Subject leaders are **Mrs Mandy Messham** (also the Headteacher) and **Mr. Robert Walsh**.

## **Role and Responsibilities of the RE Leader**

### **Strategic Direction and Development:**

- Supporting the Head Teacher in carrying our vision, values and Catholic ethos out into the school and wider community
- Coordinating Religious Education throughout the school
- Leading staff in the review of RE policies
- Coordinating the implementation of assessment arrangements
- Monitoring attainment in RE through analysis of assessment data. (i.e. scrutiny of children's work)
- Providing information regarding RE to the governing body so that they are able to carry out their statutory responsibilities
- Working alongside other leaders in developing the school's CSED
- Contributing to the School Development Plan
- Identifying and organising appropriate Diocesan training for the development of the RE leader role and for other staff within school

### **Developing Teaching & Learning:**

- Supporting colleagues in the implementation of Diocesan schemes of work through the dissemination of good practice
- Keeping abreast of new initiatives regarding teaching and learning in RE, and sharing best practice with staff (for example, through attendance at termly cluster meetings and other diocesan training)
- Monitoring teaching and learning activities in order to inform school self-evaluation
- Delivering staff training, where appropriate, in aspects of RE

### **The Management of Staff:**

- Taking on the role of coach/mentor for staff who are participating on the Catholic Middle Leadership Programme (where applicable)

### **The Management of Resources :**

- Updating and managing resources for RE
- Promoting an attractive environment which stimulates learning and enhances the appearance of the school and expresses its Catholic identity

### **Relationships :**

- Liaising with the parish Sacramental Programme Coordinator
- Liaising with leaders of other subject areas in order to create meaningful cross-curricular links with RE
- Liaising with the parish priest with regards to developing the Catholic life of the school and parish links
- Liaising with the staff who coordinate pupil leadership teams (e.g. GIFT Team; Caritas Ambassadors; Playground Peacemakers)
- Keeping parents and carers informed about the school's RE provision
- Developing links with external agencies and organisations, in order to enhance and enrich our curricular provision

## **Policy Review**

This policy will be monitored, evaluated and reviewed by the Headteacher and the Governors of St. Ethelbert's RCP on an annual basis.

**September 2025**