Holy Name

RC Primary School



**Religious Education Policy**

 **September 2025**

**MISSION STATEMENT**

The Holy Name Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of the Our Lady’s with St Alphonsus and neighbouring parishes.

The school exists to help the Catholic Community fulfil the promise made to each child when welcomed in Baptism by the promotion of Catholic values in school. This is undertaken in partnership within the home and parish.

Recognising the variety of children’s backgrounds, the Governors and staff seek to be sensitive to and cater for their individual needs. We work to create a safe and secure environment with consistency, tolerance and generosity of time for all members of our school community.

We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

At Holy Name RC Primary School, R.E. is a core curriculum subject. Our policy aims to demonstrate knowledge of the Christian faith, especially the teachings and traditions of the Roman Catholic Church, and the school’s mission to witness to that teaching in our local and wider community. This policy has been prepared in consultation with all members of the teaching staff, approved and ratified by the governing body.

**The Scope of Religious Education**

R.E. provides a meaningful meeting point for religious and educational considerations. Regarding the former, it strives to acquaint the pupils with our shared Christian values, beliefs and traditions. With respect to the latter, it encourages pupils to build a sense of integrity and appreciate their abilities. It provides all pupils with the possibility of growing in knowledge and understanding of religion and appreciation of the impact with faith has on the lives of many people.

Our aim is that pupils will develop appreciation for the Christian message and mission, and thereby develop a sense of love of God, neighbour and self. These, it is hoped, will engender in our pupils the urge for selfless service to the wider community and an awareness of justice for all.

The content of the R.E. programme is informed by:

1 ‘Come and See’ syllabus KEY STAGE 2

2.’Lighting the Path’, EYFS and KS1, promoted by the Salford Diocese.

The ‘Come and See’ materials were introduced in 2017 to further enhance the teaching of R.E.

The new scheme ‘Lighting the Path’, was introduced in September 2025 and recommended by Salford Diocese. This scheme is only reaching out to EYFS and KS1 this academic year. In September 2026, the scheme will be implemented fully across the school. We have an implementation plan to support this transition.

Through the study of the concepts in the syllabus’ mentioned above, children have access to programmes of study appropriate to their level of understanding.

**Implementation Procedures**

The Governing Body delegate responsibility to the Executive Head teacher and Head of School for the implementation of this policy and the R.E. curriculum throughout the school. The R.E. leader assists the Executive Head teacher and Head of School in monitoring the provision of R.E. and reporting back to the Executive Head teacher/Head of School and governing body.

The school is further supported by a working party which includes all those on the schools SLT.

**Planning**

Curriculum R.E. accounts for 10% of curriculum teaching time. Staff use ‘Come and See’ and’ Lighting the Path’, to help them plan on a half-termly and weekly basis. This involves careful choice of activities and approaches to ensure full coverage of the syllabus, taking into account the different ways that children learn. During Spring 1 all classes complete a study of other faiths based on a specific theme.

The Programmes of Study for all Key Stages are developed through engagement in a variety of religious activities and practices. Teachers aim to bring the Gospel Values to life in their lessons. The children are taught in a manner which encourages questioning and challenge, investigation and reflection. Teachers aim to develop the appropriate skills and attitudes and promote free, informed and full responses to God’s call in everyday life. Knowledge, understanding and skills gained are used in other curriculum areas where appropriate. The Sacramental Programme, Class/School Masses, Collective Prayer & Worship and Praise Assemblies reinforce the R.E. Programme.

**School Masses and Assemblies**

‘Whole School Masses’ are celebrated at important times in the Liturgical year or when we have a special celebration. The children bring the scripture to life by acting out bible stories when appropriate. Parents are involved in contributing to the mass for example: leading a traditional African offertory. Parents and parishioners are invited to attend this Mass.

Parents/carers are welcomed to join class assemblies and Mass events throughout the year. Opportunities are often taken to talk with Father Pat after mass and learn more about significant artefacts used during the mass. Also a special time is made for each class to light candles and offer prayers.

Father Pat visits school every Wednesday and talks specifically to Year 3. He supports the RE curriculum for that class, by reviewing elements of the curriculum for that week with the class teacher

Class assemblies focus on a whole school challenge for the week linked to our new School Mission Statement and Behaviour policy. We encourage children to reflect upon their behaviour and think about how their behaviour can positively affect both themselves and others as we ‘try to live like Jesus every day.

Monday morning assemblies focus on the weekly Gospel, which supports the message given at the previous Sunday’s Mass. This assembly is led by the GIFT team.

Praise Assemblies, are held on Monday afternoons, every week.

GIFT Team – 9 members of Y5 and Y6 support the school Masses, Assemblies and other elements of the religious life of the school.

‘Learning Powers’ reward assemblies take place each Friday morning where we celebrate our achievements both in and out of school, relating to ours school learning powers. These follow the word CHRIST. ***Confidence, Happiness, Resilience, Independence, Safety and Tolerance***. Posters are prominent around school to remind children how our learning powers are related to CHRIST. Children are rewarded with specifically made certificates from staff throughout the school. We encourage one another to ‘let our little light shine.’

Other special assemblies take place throughout the year including; Harvest / SVP assemblies, Remembrance Service in November, Advent, Nativity plays, Carols, Lenten assemblies, Holy Week, Stations of the Cross, Crowning of Mary, First Holy Communion celebrations, Refugee week, Black History assemblies, Culture Day and Fr Pat Clarke (Brazilian street children project) and other Fund-Raising assemblies, such as World Gifts for CAFOD etc.

**Special Educational Needs**

Work is differentiated where necessary to meet all abilities. Children are given the same support in R.E. lessons as they would if required in English and Maths lessons. All pupils, including those with SEN and additional needs can obtain maximum benefit from Religious Education when:

* Work is challenging yet achievable
* Tasks are structured so all pupils can achieve success
* Teacher’s expectations are appropriate and pupil’s achievements are recognised.

**Monitoring and Assessment**

Curriculum R.E. is monitored the same as the other core subjects. The R.E. co-ordinator, Executive Head teacher, Head of School and SLT carry out lesson observations as part of the school monitoring and assessment cycle. The Senior Leadership team collect in books on a regular basis. The team give positive feedback to the children or where necessary offer challenge to pupils. The R.E. co-ordinator and leadership team feedback to teachers about good practice and areas for development. Examples of good practice are shared.

Teachers follow the suggested assessment activities from ‘Come and See’ and ‘Lighting the Path’, but also adapt these to create their own task for each module. Staff use a range of tasks to assess including those examples provided in both schemes, artistic representations of their studies, supported by written explanations. Each teacher will assess each child and the school tracks their progress. This information is then held and reported to parents at the end of each academic year. The children either are working at ARE, or below, as in all Core subject areas.

An annual audit of resources takes place each year by the R.E. co-ordinator. Again, R.E. is a core subject and the governing body allocate the same funding for R.E. as it does for English and Maths. The R.E. co-ordinator updates the position statement on an annual basis and then writes up an action plan for the following year. This action plan is monitored by the Head of School.