

FCJ Primary School



Religious Education Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

Academic Year:	2025-2026
Review Date:	Autumn Term 2026
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Article 14 - Every child has the right to practise their own religion

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



1. Aims

‘The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life’. (R.E.C.D P6)

The aim of Religious Education at FCJ Primary School is to promote the Catholic vision of the dignity and freedom of every person, as created in the image and likeness of God. This vision inspires and encourages the beliefs and values, which are lived out in the daily life of the catholic school. Within this vision religious education is a journey of the pupil’s family and parish community. Religious Education is the foundation of the entire educational process.

Religious Education is a core subject in FCJ school curriculum. It is a rigorous academic discipline and is taught, developed and resourced as such.

The Religious Education provided at FCJ aims to promote:

- Knowledge and understanding of the Catholic faith and life
- Knowledge and understanding of the response of faith to the ultimate questions about human life, it’s origin and purpose
- The skills required to engage in an examination of, and reflection upon, religious belief and practice

2. Objectives

The objectives of curriculum Religious Education in FCJ Primary school are:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.
- To develop an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour, and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by the pupils.
- To develop appropriate skills: for example, the ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements.
- To foster appropriate attitudes: for example, respect for truth, respect for the views of others.

3. The Religious Education Programme



To fulfil our Aims and Objectives we use the Portsmouth diocese Programme of Religious Education – God Matters. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

There is no presumption that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

4. The Approach Chosen- Teaching and Learning

At FCJ we implement the God Matters scheme using the whole school approach. This means that the whole school will explore each theme through different topics.

Ignatian Pedagogy - The Jesuit method of Teaching and Learning

The hallmark of learning in an FCJ school is that care for the individual is paramount; we teach a person first and a subject second. This fundamentally means that the staff know the pupils well and are aware of the influences which affect their growth both personally and as learners. Knowledge of the context in which learning takes place is paramount to successful teaching and learning. Experience is the starting point for successful learning and engages the whole person - mind, heart and will in the learning process. This combined with dynamics of reflection and action allows for successful learners to grow, flourish and thrive as independent learners. Planning has been adapted to ensure the Ignatian Pedagogy of Experience, Reflect, Action is evident throughout the week.

The Principles of Teaching and Learning for All

Alongside Ignatian pedagogy, in our school, Rosenshine's principles for effective instruction underpin the foundations for teaching, learning and assessment of the curriculum. The importance of giving students sufficient time to practise retrieving information and ask questions, following the delivery of curriculum content, builds upon prior knowledge and understanding to secure firm foundations. Teachers carefully sequence concepts and model learning through clear stages of practice. In our school, information is not learnt once, students must continue to rehearse it by summarising, analysing, or applying their knowledge across a range of contexts.

5. Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for Religious Education. This is approximately two and a half hours per week for each Key Stage and this is clearly indicated on class timetables. This time does not include Prayer and Liturgy, hymn practice and assemblies.



6. Planning

- The RE lead provides an overview for the year, identifying the start dates for each unit of work. The RE long-term plan details specific areas of learning covered in each year group over the year.
- Medium and short term planning is shown through the flipcharts. Appropriate icons can be used to show differentiation and challenge.
- All RE Lessons have focussed learning objectives, clear differentiation and success criteria to ensure that pupils make good progress.
- Planning should be adapted to ensure the Ignatian Pedagogy of Experience, Reflect, Action is evident throughout the week.
- The RE lead is responsible for monitoring and evaluating the planning.

7. Other faiths

In addition to learning about the Catholic faith, the children have the opportunity to learn about Judaism, Hinduism, Sikhism and Islam. This is either delivered through a discrete unit of work, or at the end of a unit of work.

8. Assessment, recording and Reporting

Assessment, recording and reporting of Religious Education meets current requirements. Please see Marking and Feedback policy for further details about assessment. The supplementary materials provided by the diocese help us assess learning through 'Reflect and Respond' questions. These questions enable us to identify emerging, developing or secure understanding of the objectives.

9. Policy Monitoring and Review

This policy is monitored by the Religious Education Co-ordinator and is evaluated and reviewed by staff and Governors every two years

Please also refer to the following policies:

PSHEE,

Moral Development,

Cultural Development,

Spiritual Development,

Sacramental,

and

Prayer and Liturgy.



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