



***RE POLICY***  
***OUR LADY & ST JOSEPH CATHOLIC***  
***PRIMARY SCHOOL***

PREPARED BY: Mr J Sands  
APPROVED BY: Governors  
DATE: April 2026  
REVIEW DATE: **April 2027**  
CHECKED DPO:

**Our Mission Statement:**

*With Christ at our Centre, we love, listen and learn*

**Rationale of Religious Education:**

- We believe parents are the first and best educators of their children
- We believe Religious Education to be at the core of the curriculum
- We help pupils to live and learn in a Catholic Christian environment leading to acceptance and respect of others in a diverse school community and wider world
- We provide an environment in which high expectations will lead to a striving for excellence in all areas of school life
- We are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- We educate and develop each member of the school community by building on their strengths and supporting their weaknesses
- We foster purposeful relationships with those who learn in, work in and visit our school where diverse views and backgrounds are respected

**Religious Education in Our Lady and St Joseph** is the core subject. It is a rigorous academic discipline and as such is taught, developed and resourced with the same commitment as any other core subject.

**Its aims are:**

- To provide a broad and balanced Religious Education curriculum to promote knowledge and understanding of Catholic faith and life
- To promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- To develop the skills required to engage in examination of and reflection upon religious belief and practice
- To challenge pupils to examine their own standing in life, to deepen their personal faith, commitment and respect that of others
- To develop an enquiring mind for searching and questioning
- To develop knowledge and understanding of the Catholic faith and also of other major religions in Britain as a whole and in the local community
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development
- To develop their understanding of personal relationships by assisting and supporting their moral, emotional, psychological and physical development
- To ensure it is taught as rigorously as any other core subject

## Leadership of Religious Education

Religious Education is the responsibility of the R.E. co-ordinator(s) and the Headteacher with support from the school's Leadership Team (Senior and Middle Leaders). Their role is to monitor and assess the effectiveness of classroom religious education and the Catholic Life of the School.

Leaders evaluate **Classroom Religious Education** by examining:

- Catholic life and mission
- Religious Education
- Collective worship

Each of these areas should be considered from three distinct perspectives:

- Pupil outcomes
- Quality of provision
- Leadership and management

Our school has a dedicated RE and Culture Governor Committee, which has strategic oversight and responsibility for Catholic Life, Classroom Religious Education and Collective Worship. The committee ensures that the Catholic ethos of the school is promoted effectively, that the curriculum for Religious Education is delivered to a high standard, and that Collective Worship provides meaningful opportunities for spiritual development and reflection for all pupils. Governors work closely with school leaders and staff to monitor, evaluate, and support continuous improvement in these areas.

### **The Religious Education Co-ordinator will be responsible for:**

- Liaising with other Religious Education Co-ordinators in the Deanery and Diocese to improve standards at OLSJ.
- Attending Deanery and Diocesan Religious Education Co-ordinators meetings and CPD.
- Working with senior leaders and monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice
- Organising in-house moderation of standards meetings
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attend appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the headteacher, governors, parents, the Education Service on matters relating to Religious Education
- Auditing, managing and developing resources within a given budget.

## Catholic Social Teaching

*"Little children, let us not love in word or talk but in deed and in truth." - 1 John 3:18 (ESV)*

Catholic Social Teaching (CST) is rooted in Scripture and it guides us how we can live out our faith as followers of Christ in our local, national and global community. As head of the church, the Pope

guides us in how we can apply the scripture to our modern day lives and how the Church can respond to the challenges we face in our modern world. Pope Francis' shared his own thoughts in his recent encyclicals *Laudato Si'* (2015) and *Fratelli Tutti* (2020). Every half term in Our Lady and St Joseph we have a CST principle. We begin with Scripture so that our pupils gain a deeper understanding to connect them with our faith. Each class works together to create a project or initiative.

| Autumn 1                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                        | Spring 2                                                                                                                                               | Summer 1                                                                                                                                                               | Summer 2                                                                                                                                                |
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|                                                                                                                             |                                                                                             |                                                                                                                                                |                                                                       |                                                                                     |                                                                      |
| <b>Care for Creation</b>                                                                                                                                                                                     | <b>The Option for the Poor</b>                                                                                                                                               | <b>Solidarity and Peace</b>                                                                                                                                                                                                     | <b>The Common Good</b>                                                                                                                                 | <b>Dignity</b>                                                                                                                                                         | <b>Dignity of Workers</b>                                                                                                                               |
| We believe that the earth is our common home and that we should use its resources wisely. It is our Christian vocation to steward our common home, live sustainably and enhance the wellbeing of our planet. | We believe that all resources on earth should be shared with everyone equally. We show kindness and compassion to others and put the needs of the poor and vulnerable first. | God created us as one global family, called to support our brothers and sisters. We are encouraged to ask 'who is our neighbour?' and think how we can serve the local, national and global communities of which we are a part. | We speak clearly and show respect and responsibility for our sisters and brothers who are in need. We are called to work for the good of each and all. | We believe that we are beautifully made in the image and likeness of God and that each one of us is unique. We are called to treat every person with love and respect. | We learn about responsibilities and rights and we respect the views of others. We act with courage and determination to empower everyone to have a say. |

## Curriculum Content

R.E. is a core subject in our school, alongside English, Maths and Science, and therefore we devote 10% of our curriculum time to its delivery. We adhere to the RED guidelines and learning outcomes. This provides a cohesive approach and opportunities for whole school assemblies and celebrations as well as displays, which are relevant to every child.

This 10% of curriculum time does not include acts of collective worship or hymn practice.

**Note:** *Compliance with this requirement is the responsibility of the governing body and the headteacher. This is a limiting judgement and a school cannot obtain an outstanding judgement if it does not meet this requirement. Inspectors' judgement on this, while sensitive to the timetable demands and structure and variety of provision, will reflect on the school's commitment to addressing this issue*

The core of our curriculum is based on the RED, To Know You More Clearly.

The RED framework has four structural elements: knowledge lenses, ways of knowing, expected outcomes, 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. They are referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic sub- sections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews).

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education.

The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond). 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 of 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 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. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. The six curriculum 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 RED is further supplemented to learn about other faiths throughout the year, linked to our school's Cultural Calendar.

These themes are developed with greater depth and breadth each year as the child progresses through the school, and will form the core of our R.E. studies. Teachers make the time to read through this document to become familiar with the layout of the Catechism.

### ***The Catechism of the Catholic Church***

A copy of the Catechism is available in the Staff Room for reference. This is not a book that will be suitable for classroom use, but it is for teachers to use as a resource. The Catechism of the Catholic Church provides an excellent topic index, which will assist teachers' own understanding of the faith.

### **Marking**

In line with the school's marking policy, the marking of children's religious work should always be positive and supportive to encourage the child in his/her faith journey as well as explaining their next steps in learning and addressing key misconceptions and errors.

### **Assessment and Recording**

The assessment of Religious Education at our school is designed to assist our children's learning and to enable them to strive for a feeling of confidence and success in their understanding of the Catholic faith.

Progress is monitored through discussion, questioning, posing problems and giving opportunities to present their knowledge to others in a variety of ways, e.g. class assemblies.

Attainment level records are completed at the end of each half term to show children's levels of understanding and RE Co-ordinators monitor pupils' attainment and progress.

### **Teaching Staff**

All teachers at Our Lady and St Joseph Catholic Primary School are either Roman Catholics or are sympathetic to the teaching of the Catholic faith which permeates all aspects of our school life. Through example, commitment and teaching, the children are encouraged to develop a loving and trusting relationship with God, an experience which it is hoped will influence their attitudes to life and their relationship with other people.

All teaching staff have the responsibility of teaching Religious Education to the children in their class and providing homework.

Discussion of approaches between teachers is vitally important as well as regular discussions taking place at PPA during collaborative planning, our staff meetings, phase meetings and INSET.

Both our Catholic and non-Catholic teachers are encouraged to regularly attend relevant courses in order to improve subject knowledge. Our in-service training (INSET) coordinator provides information on courses and teachers give feedback to staff at staff meetings. Our diocesan advisor is invited to contribute to our staff development and her help and advice sought about policy and practice.

### **Home Links**

The school recognises that it cannot teach our children without the cooperation of the parents and the parish. The parents/guardians are the first educators and they work in partnership with the teachers who have the professional skills and training to help parents in the task of teaching the Catholic faith.

We endeavour to do this in an atmosphere of trust and confidence. During the year, parents and friends are invited to join us at many celebrations.

At the beginning of the school year we hold a welcome mass to promote new beginnings. At the end of the year we hold a goodbye ceremony to say farewell to anyone leaving us and to thank them for their contribution and commitment to the life of our school.

Parents are always invited and welcomed to all our school and class celebrations, which include school masses, class masses and assemblies.

We have an RE blog on the school website and a weekly newsletter which informs our community of the latest news and events in relation to the Catholic life of the school.

### **Parish Links**

We recognise that the school stands in the midst of the local community. At parish level, we take an active part in the holy days of obligation masses in the parish church providing music and readers.

We give regular support to CAFOD and the Catholic Children's Society enabling our children to become aware of the needs of the wider world of children and families overseas. This leads to an appreciation of the diversity of culture, races and faiths within the world.

## **Parish Priest**

The parish priest, who is also a governor of the school, has responsibility for the pastoral care of the school community. The parish priest promotes the spiritual life of the 'school church'. He leads the celebration of liturgies, mass, penitential services, the Ash Wednesday service and the other liturgical feasts and celebrations during the year. In addition, the parish priest also instructs pupils on traditions and rituals of the church and the church is often used for such lessons.

## **Prayer and Liturgy**

An essential part of the Catholic ethos of the school is the prayer life. Staff meetings and Governors meetings begin with a prayer. The most important aspect of prayer for children is that they realise it is their way of communicating with God and is first and foremost a personal occasion.

*'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'* (Marcus Stock (2012), Christ at the Centre, Catholic Truth Society, 23.)

*The law requires all maintained Catholic schools to provide an act of daily collective worship (prayer and liturgy) for all pupils, including those in the sixth form (Section 70, 1988 Education Act) that is in accordance with the rites, practices, disciplines, and liturgical norms of the Catholic Church (School Standards and Framework Act 1998, schedule 20*

At OLSJ, prayer and liturgy are central to the Catholic life of the school and are fully aligned with the guidance set out in the Prayer and Liturgy Directory. The school's provision for prayer and liturgy fulfils pupils' entitlement to experience the range of liturgical treasures of the Church, including a shared repertoire of prayers and liturgical music with which pupils in the school are familiar with.

## **Governors**

Governors, as guardians of the Catholic life and mission of the school, ensure that:

- prayer and liturgy remain central to the life of the school and reflect the guidance of the Prayer and Liturgy Directory
- a named Prayer and Liturgy Coordinator is in place to lead this area effectively
- the Prayer and Liturgy policy is regularly reviewed and shared with all stakeholders
- an appropriate budget is allocated, reflecting the importance of prayer and liturgy within the school

## **Headteacher**

The Headteacher, as the spiritual leader of the school, ensures that:

- prayer and liturgy are prioritised and embedded within the daily life of the school
- provision aligns with the Prayer and Liturgy Directory
- they work in close partnership with the Prayer and Liturgy Coordinator to maintain high-quality provision
- staff receive appropriate training and formation to support effective delivery
- suitable resources are available to support meaningful and engaging worship

## **RE Coordinator (Prayer and Liturgy Lead)**

The RE Coordinator leads and develops prayer and liturgy across the school by ensuring that:

- an annual plan of provision is in place, mapping the liturgical year, key celebrations and opportunities for the Sacraments
- daily prayer is planned for all pupils, appropriate to age and stage of development
- pupils are supported in their liturgical formation, enabling them to take an increasingly active role in planning, preparing and leading worship
- high-quality resources are available and accessible to staff and pupils
- effective induction is provided for new staff and ongoing training supports all teachers
- prayer and liturgy are regularly monitored and evaluated, with outcomes informing future planning
- monitoring is reported to the Headteacher and governing body to support whole-school development
- strong links are maintained with local clergy and the parish community
- collaboration with the Diocesan Advisory Service ensures practice remains current and reflects best practice

All new staff are supported during induction and beyond, so that they fully understand the responsibility they carry within their individual role for leading prayer and liturgy in the school. Any individual training needs will be identified and addressed through training and formation. There is also the opportunity for whole-staff professional development at least once a year, so that all staff understand the importance of prayer and liturgy and relevant staff are well supported to lead as required.

Monitoring and evaluation of the quality and impact of prayer and liturgy take place Regularly and involve all key stakeholders: pupils, parents, staff and governors. Areas for development will be identified and issues raised will be actioned and evidenced as appropriate.

Children are encouraged to pray in a variety of ways, appropriate to their age and stage of personal development. At OLSJ, the Prayer Progression document sets out a clear structure for the development of prayer across the school, ensuring that pupils experience age-appropriate and increasingly meaningful opportunities for prayer as they progress. Each class has a prayer book aligned with this progression, including a prayer dedicated to their class saint, fostering a sense of identity and belonging within the faith community.

Pupils are introduced to a wide range of forms of prayer, including quiet reflection and meditation, communal prayer, composing their own prayers, prayer through music, and the learning of traditional Christian and Catholic prayers. Staff model prayer effectively, praying with and alongside pupils, and acting as positive role models in developing a prayerful environment.

Each day, pupils are given regular opportunities to open their hearts and communicate with God. Daily prayer is embedded throughout the school day, with each class participating in prayer at key points, supporting pupils in developing a consistent and meaningful relationship with God.

Children are introduced to a variety of different ways of praying:

- quiet reflection / meditation

- praying together

| OLSJ Prayer Progression                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Nursery                                                                                                                                                                                                                   | Reception                                                                                                                                                                                                                                                       | Y1                                                                                                                                                                                                                                                                                                                                                             | Y2                                                                                                                                                                                                                                                                                                                                                                                                                              | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary Our Father</li> <li>• Personal Prayer</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Prayer to our Guardian Angel</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary</li> <li>• Lectio Divina</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Prayer to our Guardian Angel</li> <li>• Act of Contrition</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary (all mysteries)</li> <li>• Lectio Divina</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Prayer to our Guardian Angel</li> <li>• Act of Contrition</li> <li>• The Angelus</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary (all mysteries)</li> <li>• Lectio Divina</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Prayer to our Guardian Angel</li> <li>• Act of Contrition</li> <li>• The Angelus</li> <li>• Apostles Creed</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary (all mysteries)</li> <li>• Lectio Divina</li> <li>• The Examen</li> </ul> | <ul style="list-style-type: none"> <li>• Make the sign of the cross</li> <li>• Morning Prayer</li> <li>• Grace Before Meals</li> <li>• Grace After Meals</li> <li>• End of the day prayer</li> <li>• Hail Mary</li> <li>• Our Father</li> <li>• Glory Be</li> <li>• Class Saint Prayer</li> <li>• Prayer to our Guardian Angel</li> <li>• Act of Contrition</li> <li>• The Angelus</li> <li>• Apostles Creed</li> <li>• The Memorare</li> <li>• Personal Prayer</li> <li>• A decade of the Rosary (all mysteries)</li> <li>• Lectio Divina</li> <li>• The Examen</li> </ul> |

*With Christ at our centre, we love, listen and learn.*

- writing own prayers
- prayers through music
- learning traditional Christian / Catholic prayers
- Staff are encouraged to pray with children, and to be an example for them.

Through prayer, we endeavour to develop our relationship with God. All classes have a prayer area, which has displays of children's work. This area generally changes with the liturgical year. Class prayers are established throughout the school and each teacher uses prayers appropriate to age and ability of the class. Candles, pictures and objects are also used as a focus for prayer.

### Collective Worship

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. The act of worship is distinct from R.E. lessons. It forms an integral part of school life and is central to Catholic tradition. Those responsible will ensure that acts of worship are in accordance with the school's instrument of governance and consistent with the rites and practices of the Catholic Church.

Collective worship in our school community provides opportunities to:

- Deepen our relationship with God
- Grow in spiritual, moral and liturgical understanding; grow in understanding of our living faith tradition
- Develop a sense of wonder and inspiration in the person of Christ
- Reflect upon our own individual faith journeys and develop the skills of prayer.

Collective worship is celebrated in a variety of ways including:

- Whole school worship
- Class worship
- Worship through hymns;
- Class mass or liturgy
- Whole school masses during the year, including holy days of obligation during term time.

As a Catholic school we hope that parents will be fully supportive of our approach to collective worship as part of living out our mission statement. However, we recognise that parents have the right to withdraw their children from collective worship and in such circumstances appropriate supervision arrangements will be made.

### **Masses**

In our school, whole-school and class Masses are a central part of our Catholic life. We celebrate Masses regularly in school and at the parish church, allowing pupils to participate fully in the liturgy with many pupils carrying out ministerial roles. Special feast days, holy days of obligation, and key liturgical celebrations are observed with appropriate preparation and reflection. Class Masses provide smaller, more intimate opportunities for pupils to engage in prayer, readings and responses, while whole-school Masses foster a sense of community and shared worship. Pupils are actively involved in all aspects of the liturgy, including readings, music, offertory, and leading prayers, helping them to develop both their understanding of the Mass and their personal spiritual life.

### **Assemblies**

Collective worship is central to the life of the school and is carefully structured to promote spiritual development and the lived expression of Gospel values. The Head of School leads a whole-school assembly each Monday, rooted in Scripture and linked either to the Sunday Gospel or to Gospel teachings connected to the Catholic Social Teaching theme for the half term. These assemblies provide opportunities for pupils to reflect on the message of the Gospel, engage in discussion and consider how they can live as followers of Jesus, with theology underpinning their actions and choices. Pupils are explicitly taught a new prayer each half term, developing both their understanding of its meaning and the purpose of prayer. Each assembly includes time for guided silent reflection and personal prayer and concludes with the school hymn, enabling the school community to begin the week united in its mission and values. The themes and content of these assemblies are communicated weekly to parents through the OLSJ newsletter, ensuring they are well-informed and able to support and extend discussions at home.

Friday celebration assemblies are led by the Assistant Headteacher and recognise pupils' achievements across the school. These include Gospel value awards for each class, subject awards for each year group, a prize draw linked to gold certificates, and recognition of positive behaviour and attendance. In addition, class assemblies are planned by teachers and led by pupils, providing opportunities to share and celebrate learning in Religious Education and the wider curriculum. Parents are invited to attend these assemblies throughout the year, strengthening the partnership between home and school and celebrating the achievements of the whole community.

### **Phase Celebration of the Word**

Phase Celebration of the Word (CotW) is central to the Catholic life of the school, providing pupils with regular opportunities to engage in planned, structured prayer and liturgy within their year

group or phase. These celebrations take place weekly: Tuesday afternoons for Upper Key Stage 2, Wednesday afternoons for Lower Key Stage 2 and Thursday afternoons for Key Stage 1. Each act of worship is carefully prepared in line with the Church's liturgical year, the Sunday Gospel and the school's cultural calendar, ensuring that pupils encounter the richness and relevance of the Church's traditions.

Celebrations are age-appropriate, engaging and increasingly pupil-led, enabling children to participate actively through prayer, Scripture, reflection and response. Through this, pupils are supported to develop as reflective, prayerful individuals, growing in their understanding of how the Word of God informs their daily lives and actions. Delivered within classrooms or shared phase spaces, these celebrations foster a strong sense of community, belonging and shared mission, contributing significantly to pupils' spiritual and moral development.

### **Sacramental Preparation**

Through our R.E. scheme, knowledge of all the sacraments is established, with special emphasis upon Baptism, Reconciliation, First Communion and Confirmation. The children are prepared through the parish for the Sacrament of First Holy Communion from Year 3. The course of preparation is carried out in the parish led by the RE co-ordinators and headteacher of Our Lady and St Joseph, in close consultation and partnership with our governor, Sr Christine Frost. In this way we hope to achieve true partnership between school, family and parish, with the children celebrating their First Communion in their local churches.

The Sacrament of Reconciliation is also led in the parish. Like the Sacrament of Communion, the preparation for Reconciliation starts at the beginning of the child's school life. It begins with the child's first experiences; teachers and helpers work towards a loving, caring and forgiving atmosphere in school.

Pupils in Years 4-6 will have the opportunity to participate in the Sacrament of Reconciliation in school during Lent.

### **Chaplaincy Team**

A group of pupil volunteers work with the RE co-ordinators to prepare for, plan and celebrate school liturgies. This Chaplaincy Team is designed to give the children more ownership and understanding of this central aspect of their faith, as well as acting as leaders and role models to their peers.

The Chaplaincy Team also plays an important role in supporting the theological life of the school. While classroom teachers lead the formal teaching of theology in Religious Education, the Chaplaincy Team helps to deepen understanding, strengthen faith formation and make theology lived and visible within the school community.

### **Their role**

The Chaplaincy Team is committed to:

- Nurturing a faith-filled school community rooted in Gospel values.
- Encouraging pupils to live out the Gospel in their daily words and actions.
- Promoting positive relationships within the school and the wider community.
- Supporting the liturgical, prayerful and spiritual life of the school.
- Engaging pupils and families in charitable outreach and fundraising.
- Strengthening links between the school and the Parish.

- Upholding and promoting the school's Mission Statement: *"With Christ at our centre, we love, listen, and learn."*

### **How they fulfil their role:**

The Chaplaincy Team seeks to carry out its mission through:

- Supporting Early Years pupils in learning and leading prayers.
- Organising charitable fundraising initiatives at local, national and global levels.
- Leading half-termly projects linked to Catholic Social Teaching.
- Preparing and leading assemblies, liturgies and prayer opportunities.
- Collaborating with Chaplaincy Teams in other schools.
- Promoting Scripture and sharing God's Word throughout the school community.
- Maintaining Religious Education displays, the Prayer Table, Prayer Garden and RE resources.
- Encouraging the use of Class Prayer Books to support prayer at home.

### **Principles for Effective Chaplaincy**

To ensure the effectiveness of the Chaplaincy Team, members commit to:

- Listening respectfully to one another's ideas.
- Communicating clearly with team members, staff, pupils and the Parish.
- Encouraging participation and valuing each person's contribution.
- Including all members in discussion and decision-making.
- Leading by example, showing love, compassion and respect to all, especially those who may be difficult to love.

### **Appointment to the Team**

Membership of the Chaplaincy Team is secured through a written application process in which pupils explain their suitability for the role and their reasons for wishing to serve.

### **How the Chaplaincy Team supports CST (Catholic Social Teaching) missions:**

The Chaplaincy Team plays a key role in promoting and putting Catholic Social Teaching (CST) into action within the school community. They help to make the Church's social mission visible, practical and relevant to pupils' daily lives.

#### **1. Raising Awareness of CST Principles**

The team helps pupils understand key CST themes such as:

- Care for Creation
- The Option for the Poor
- Solidarity and Peace
- The Common Good
- Dignity
- Dignity of Workers

This may be done through assemblies, class reflections, displays, themed weeks, and linking CST to Scripture and Gospel values.

## **2. Leading Charity and Outreach Initiatives**

The Chaplaincy Team organises and promotes fundraising and awareness campaigns that support local, national and global causes. These may include:

- Supporting parish charities
- Fundraising for Catholic agencies
- Responding to emergency appeals
- Supporting food banks or community projects

Through these actions, pupils learn that faith must be expressed through service and justice.

## **3. Organising Half-Termly CST Projects**

The team focus on a different CST principle each half-term, planning activities, prayer opportunities and practical actions linked to that theme. This ensures that Catholic Social Teaching is embedded throughout the year rather than treated as a one-off event.

## **4. Promoting Stewardship and Care for Creation**

The Chaplaincy Team encourages environmentally responsible behaviour within the school, such as:

- Promoting recycling initiatives
- Supporting eco-projects
- Encouraging respect for school grounds and the wider environment

This supports the Church's call to care for our common home.

## **5. Encouraging Prayer and Reflection for Justice**

The team supports prayer services and liturgies that focus on peace, justice and compassion, helping pupils reflect on how they can respond to injustice in the light of the Gospel.

## **6. Strengthening Community Links**

By working with the parish and wider community, the Chaplaincy Team helps pupils see that Catholic Social Teaching extends beyond the school and into the wider Church and society.

In summary, the Chaplaincy Team helps ensure that Catholic Social Teaching is not only taught but lived- encouraging the whole school community to act with love, justice and compassion in response to the needs of others.

## **Spiritual and Moral Development**

The religious character of our school is seen as giving shape to every aspect of school life, and especially the spiritual and moral development of our children.

Spiritual development is understood as the development of all those aspects which enable us to appreciate goodness, beauty and truth.

Through our teaching, we hope to enable children to reflect on their experiences of life and grow in knowledge of their feelings, needs and reactions. Through their awareness and understanding of themselves, they will recognise God's action in their lives and come to an inner peace and contentment. In addition, pupils are taught about the importance of the mission of the Church and the school's contribution to the 'common good'.

Helping children to make their moral decisions is a crucial part of the formation of a moral conscience. Through our teaching, we aim to help children to understand the Gospel of Jesus and through self-awareness and self-confidence enable them to come to good moral judgements.

Our Behaviour Policy is based on Gospel Values of:

- Faithfulness & Integrity
- Dignity & Compassion
- Humility & Gentleness
- Truth & Justice
- Forgiveness & Mercy
- Purity & Holiness
- Tolerance & Peace
- Service & Sacrifice.

### **Multi-Cultural and Multi-Faith**

Our Lady and St Joseph's is Catholic primary school and therefore it's this very religion that causes its existence, it must be a school that encourages tolerance, respect and care for all people, regardless of colour, race or creed.

Whilst Religious Education is specifically of the Catholic tradition, we welcome input from other faiths and denominations. We appreciate how the beliefs and values of other faith communities can enrich our own spiritual existence. We teach and learn about the other major faiths within our scheme of work.

### **Equality**

We aim to ensure that pupils attain their full potential regardless of race, gender or class. The materials we use reflect a multi-cultural society of women and men. Teachers ensure that no particular group or gender dominates the use of equipment or other aspects of teaching and learning situations (see Equality Policy).

### **Inclusion**

The Religious Education Directory guidance for Special Education Needs and Disabilities (SEND) is informed by the Engagement Model guidance (2020) for schools, which sets out how to assess pupils whose needs preclude them from accessing the standard of the national curriculum assessments and not engaging in subject-specific study. Age-related expectations are inappropriate for some pupils and do not reflect how these pupils learn and progress. Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, consolidation and maintenance of knowledge, skills and concepts and preventing or slowing a decline in pupils' performance while recognising that a minority of pupils may have a regressive condition.

All pupils, including those with specific needs and disabilities, are entitled to experience a rich and ambitious Religious Education Curriculum. We use the Religious Education Curriculum without age-related expectations and show measurable progress through various learning experiences.

Progress through the five areas of engagement can be measured by identifying how established the pupil is in each area of engagement. This will differ for each pupil according to their needs profile as set out in their Education, Health and Care (EHC) plan.

There are five areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts by demonstrating how pupils achieve specific outcomes. The five areas are not hierarchical, and there is no expectation that pupils need to show progress in all areas. The areas represent what is necessary for pupils to engage in their development and in Religious Education tasks fully.

### **Supporting SEND in RE:**

#### **Provide Ambitious and Inclusive Curriculum Access**

All pupils have access to the full RE curriculum. Learning may be adapted, but expectations remain high. The aim is not to reduce the curriculum, but to enable meaningful engagement with it.

#### **Use Appropriate Scaffolding**

Scaffolding is key to supporting SEND pupils. This may include:

- Breaking learning into manageable steps
- Providing structured sentence starters or writing frames  
Using visual prompts, key vocabulary lists and symbol-supported texts
- Modelling responses before independent work
- Providing guided questioning and adult support

Scaffolding enables pupils to access theological concepts while gradually developing independence.

#### **Adapt Teaching Approaches**

Teachers use a range of strategies such as:

- Multi-sensory learning (visual, auditory and kinaesthetic approaches)
- Concrete examples before abstract theological ideas
- Creative task design such as use of story, drama, art and discussion
- Repetition and retrieval practice to secure understanding

#### **Create a Supportive Environment**

The Directory highlights the importance of belonging and participation. SEND pupils should be fully included in:

- Prayer and liturgy
- Discussion and reflection
- Class and group activities
- Opportunities for spiritual development

### **Collaborate with SEND Staff and Families**

Effective provision includes working closely with the SENDCo and parents to ensure appropriate adjustments and targeted support.

### **Inter-faith**

As a Catholic school, we are committed to fostering respectful dialogue and meaningful engagement with those of other faith traditions, while remaining rooted in our own Catholic identity and mission. We provide opportunities for pupils to learn about and from different religious communities through curriculum study, invited speakers, interfaith dialogue and shared community initiatives; even more so during our celebrations of Inter-Faith Week and as part of our Cultural Calendar. Where appropriate, we participate in joint charitable projects and moments of reflection focused on shared values such as peace, justice and care for creation. These experiences promote mutual understanding, respect and social cohesion, helping pupils to appreciate religious diversity while deepening their understanding of the distinctive nature of Catholic belief and practice.

### **Challenge**

In Religious Education, we ensure that higher-ability (HA) pupils are challenged and engaged through a range of strategies. Lessons are carefully planned to provide deeper, more complex theological and philosophical questions, encouraging critical thinking, reflection, and evaluation. We use open-ended tasks, extended writing, research projects, and discussion-based activities to stretch their understanding of Scripture, Church teaching, and Catholic Social Teaching. Scaffolding is adapted so HA pupils can work independently, explore abstract concepts, and make connections across topics. Additionally, enrichment opportunities such as leading liturgies, contributing to Chaplaincy projects, or participating in debates and reflective activities allow these pupils to apply their learning creatively and meaningfully, ensuring they are continually challenged to grow in knowledge, faith, and spiritual understanding.

### **Cultural Calendar**

Our school Cultural Calendar celebrates the richness of faith, tradition, and diversity throughout the year. It includes key liturgical seasons, feast days, and significant Church celebrations, as well as important events that reflect cultural, national, and global communities. The calendar ensures that pupils experience a variety of spiritual, charitable, and educational activities, including assemblies, themed weeks, workshops, and community projects. By following the Cultural Calendar, we promote awareness, respect, and participation in both Catholic traditions and the wider world, helping pupils to grow spiritually, socially, and morally.

### **Environment**

It is our intention that the environment of our school reflects our mission statement and that we are providing a caring, well-ordered and stimulating environment that reflects our Christian beliefs. Work is displayed in a variety of ways throughout the school. Each classroom has an R.E. area with a display board and prayer area, where the half-termly AT2 question is displayed. The prayer will reflect the colour theme of the liturgical year.

There is a Religious Education display in the school hall and the foyer displays our Gospel Values, the Beatitudes and our school mission statement.

Bibles, candles, artefacts and pictures are all used to enhance and present our Catholic faith.

### **What every New Teacher needs to know**

All new teachers joining the school receive a comprehensive induction into Religious Education to ensure they are well supported in delivering the Catholic curriculum. The expectations for RE are clearly set out in the OLSJ handbook, which staff are expected to refer to regularly. In addition, dedicated training is provided by the Headteacher and RE Coordinator, ensuring that all staff develop a secure understanding of the theology, curriculum requirements and expectations for high-quality teaching in RE. Ongoing professional development is prioritised through half-termly collaborative planning sessions, which strengthen subject knowledge, particularly for new staff and those who are not Catholic. Weekly RE “subject surgery” sessions are also available, providing opportunities for staff to meet with the RE Coordinator for guidance, clarification and support. This structured approach ensures that all teachers are equipped with the **strong subject and pedagogical knowledge** required to deliver Religious Education with confidence, accuracy and fidelity to the teachings of the Church.

- Any questions directly relating to Religious Education should be asked of the R.E. Coordinators and subsequently the headteacher.
- It is important that every teacher, when joining the school, becomes familiar with:
  - The RED Curriculum
  - The location of our Parish Church- St. Mary and St. Joseph’s
  - The location of Vaughan House, Westminster, for in-service training and resources

### **Information Technology**

All classes have access to laptops and other ICT equipment, which will be used to enhance R.E. teaching and learning.

### **Review**

The school undertakes an annual review of the Catholic Life and Mission, Religious Education and Collective Worship with input from the governing body, staff, parents, pupils and our diocesan adviser. Outcomes are used to plan training and development needs for the upcoming year and prioritise actions in the following school development cycle.