



St Thomas' Catholic Primary School

RE POLICY

'Learning in the Light of Christ'

Mission Statement

- Guided by Christ's teaching to love God and neighbour, we strive to create a caring ethos in our school through our teaching, through our worship and by our example.
- We encourage all to recognise their unique God-given talents and we seek to work together with our families to develop every child's full potential.
- We aim to promote a spirit of charity, social justice and global awareness in our school.
- We strive to provide the best possible education for our children.
- We value each other for who we are and encourage mutual respect and base our discipline on this.

As a Catholic school serving the three parishes of Sevenoaks, Westerham and Edenbridge, we endeavour to work as closely as possible with parents, clergy and parishioners within the Home School Parish context.

It is understood that each individual family chooses St Thomas to assist their child to a maturity of faith and to enable them to encounter and relate to Christ. Our school accepts that each child will be at a different stage of their journey of faith but acknowledges, "the first and primary educators of children are their parents".

However, it is our responsibility as teachers to provide support, encouragement, and guidance. Staff, along with the school Governors and clergy are responsible for the Gospel atmosphere of the school.

Aims (as stated in the RE Curriculum Directory)

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life by focusing on the principles of Catholic Social Teaching;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.

'The outcome of excellent Religious Education is 'religiously literate and 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 are aware of the demands of religious commitment in everyday life.' (Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales 2012)

Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the *Lighting the Path* programme is used as recommended by the Diocese.

Teaching and Learning

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways e.g. by

- Setting tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty through our use of questioning
- Providing resources of differing complexity and adapted to the ability of the child
- Using classroom assistants and different recording methods to support the work of individuals or groups of children

Process

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

'Teaching in Religious Educationshould help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'

Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme. Children are supported to access religious education by scaffolding tasks to suit individual needs, use of visual stimulus and by adapting resources.

Other Religions

The primary Religious Education scheme *Lighting the Path*, published by Oxford University Press and aligned with the Catholic Religious Education Directory (RED), integrates the study of other faiths primarily through **Branch 6: Dialogue and Encounter**, alongside dedicated multi-faith units and a "Big Question" approach. This final liturgical branch of the year explicitly focuses on how Christians engage with people of different religious beliefs and worldviews, emphasizing the common good and respect for all humanity.

Assessment, Monitoring, Recording and Reporting

- Every core lesson within the *Lighting the Path* scheme is used as an assessed task. Children are encouraged to reflect on their learning based on the outcomes for this lesson. Teachers use this information as well as the final assessed piece of work to inform their judgements.
- An in-house moderation meeting is held every year where teachers moderate the two 'branches' of work to complete termly assessment of RE (3 times yearly).
- Examples of moderated work are held by the RE coordinator
- Monitoring of teaching and learning is carried out by Governors and the RE coordinator.
- A child's effort and areas of success in Religious Education are reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors.

Management of the Subject

Geri O'Keefe-Parr, the Co-ordinator, has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the RE coordinator and Governors and updated every 2 years.

This policy will be reviewed again in September 2028

Signed: *G O'Keefe-Parr*

Date: 1st September 2026