



## St Bernard's Preparatory School

### Religious Education Policy

Authorised by: The Board of Governors of St Benedict's School

Term: Advent 2025

Signature:

Review Date: Advent 2026

Circulation: Governors/all staff/volunteers automatically  
Parents on request/School Website

Status: Current

## Contents

Mission Statement .....	3
Children’s Mission Statement .....	3
Philosophy of the Policy .....	3
Aims .....	3
Objectives of Religious Education .....	4
Curriculum Planning .....	4
Programme of Study .....	4
Time Allocation .....	5
The Curriculum .....	5
Feedback, Assessment, Recording and Reporting .....	6
Assessment, Recording and Reporting .....	6
Religious Education in the wider context .....	7
Staffing and Responsibilities .....	7
Appendix 1: .....	8

## **Mission Statement**

**With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum, we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.**

**St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.**

## **Children's Mission Statement**

**We follow in God's footsteps through our love, our work and our prayer.**

## **Philosophy of the Policy**

In the light of our school mission statement, RE is taught at St. Bernard's Preparatory School to establish an awareness of the Christian faith through Catholic worship, celebration and prayer within the curriculum as a natural part of school life. Together with parents and parishes we work in partnership to educate our children within a Catholic context, communicating the message of Jesus Christ, whilst drawing connection between differing faiths as part of valuing and respecting the religious and cultural diversity of our school family.

We wish our school to be a community of faith in which each member participates, fully aware that all our work and aspirations derive from God.

We believe that the ethos of our school is of prime importance, as children are sensitive to and learn from the atmosphere, ethos and attitudes within the school. Our aim is to permeate all facets of education in our school with gospel values, creating a Catholic Christian community, where all educational goals are rooted in Christ and his gospel and we are reflecting God's purpose in our undertakings. We are supported in this by being part of the extended Benedictine Community.

## **Aims**

We aim to ensure that:

- We will help children to know, love and worship God, as Father, Son and Holy Spirit and to know and love Jesus Christ and his gospel.
- The children develop their faith in the light of Scripture, tradition and the teaching of the Church.
- There is an appreciation of other world faiths through an appropriate knowledge of their principal beliefs, spiritual values and traditions.
- Religious Education addresses all children in our school. We aim to take into account the religious and educational needs of our children from supportive Catholic homes, those for whom school is their first experience of Church, those from other Christian traditions and those from other faith backgrounds.
- As a school we will proclaim and celebrate the Religious Education of our children by providing shared opportunities for celebration, prayer and reflection in implicit and explicit ways.
- A spiritual dimension is given to the lives of the children and that the liturgical year is reflected in the life and activities of the school.

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- Positive attitudes towards people of other faiths and other religious traditions in relation to God are respected and valued.
- Children are actively involved with their learning.

### **Objectives of Religious Education**

- To develop a knowledge and understanding of the mystery of God, of Jesus Christ and the Church and of the central beliefs which are held by Catholics.
- To develop an awareness and appreciation of the Catholic faith and of how it affects personal and social behaviour.
- To foster appropriate attitudes.
- To educate the whole person and to find a balance between knowledge of doctrine, response to worship and personal and social development.
- To follow the new RED curriculum.

### **Curriculum Planning**

The curriculum is both WHOLE and HOLY. This is what makes our school distinctive. Everything ultimately comes from God. All subjects are effective by the belief in God and to look at all policies in relation to Religious Education. The truth of each curriculum area is respected. The growth and development of each child is respected as seen through continuity and progression, assessment, recording, reporting and evaluating.

The use of religious questioning enables More Able and Talented children to deepen and challenge their thinking and assists SEND children in embedding new learning.

### **Programme of Study**

We aim to use a variety of educational methods in the teaching of our Faith as with any other area of the curriculum.

We centre our teaching and learning on the new RED curriculum.

We also focus on 'other world faiths' in our Dialogue and Encounter books:

- At KS1, all major world faiths as and when appropriate through the theme of 'Celebrations and Festivals'.
- At KS2 each year base has a particular focus on other world faiths.
  - Year 3 – Sikhism
  - Year 4 – Islam
  - Year 5 – Judaism
  - Year 6 – Hinduism

Our medium-term planning reflects termly objectives for 'other world faiths'.

In addition to this there are School, Class and Key Stage Assemblies, Masses and Liturgies, as well as Songs and Praise

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

## Time Allocation

A minimum of 10% of teaching time is devoted to Religious Education exclusive of worship.

In recognition of the importance of religious education in our school, we devote 10% of the teaching week to religious education lessons. In Key Stage 1 this is 2 hours 15 minutes and in Key Stage 2 this is 2 hours and 30 minutes, not including Collective Worship. In Early Years, the timetable and learning style is more flexible, but teaching of Religious Education is prioritised to give children the opportunity to engage fully with the curriculum.

## The Curriculum

At St Bernard's, religious education is primarily based on the Religious Education Curriculum Directory (RED) "To Know You More Clearly". In line with the Bishop's mandate, this curriculum has been fully implemented from Reception to Year 6 from September 2025.

The Religious Education Curriculum Directory has a clear framework for learning:

Four Knowledge Lenses: Hear, Believe, Live and Celebrate indicate what should be known by the end of each age phase.

Ways of Knowing: Understand, Discern and Respond are the skills through which children progress and develop their thinking during the curriculum journey.

Expected Outcomes set out for each year group what pupils should be able to know, remember and do.

Curriculum Branches divide the model curriculum into half-term units of study which repeat annually, giving a spiral curriculum which allows children to build progressively on the prior knowledge and develop their understanding year by year.

The curriculum branches are:

<b>Autumn 1</b>	Creation and Covenant
<b>Autumn 2</b>	Prophecy and Promise
<b>Spring 1</b>	Galilee to Jerusalem
<b>Spring 2</b>	Desert to Garden
<b>Summer 1</b>	To the Ends of the Earth
<b>Summer 2</b>	Dialogue and Encounter

The curriculum is firmly founded on building children's knowledge and understanding of Scripture, while providing opportunities to make connections to other faiths and cultures, as well as to their daily lives.

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

Our Bernardine history and way of life is celebrated annually at the first Mass of the academic Year for the feast of St Bernard, (August 20<sup>th</sup>) and at the final Mass of the Year for the feast of St. Benedict (11th July) and is acknowledged within our Dialogue and Encounter books. We have designated sisters who are prayer partners with a specific class.

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

Developmental feedback is given in Religious Education to support children's progress and to challenge their thinking. This follows the school's Marking and Feedback Policy and may be given verbally.

Assessment follows diocesan and national guidelines, assessing against the expected outcomes for each branch in the Religious Education Directory. Pupil attainment is recorded half-termly on the school's assessment recording system and progress is tracked regularly by the RE Lead and SLT in line with the school's Assessment Policy.

The RE Lead moderate outcomes in Religious Education both internally and with St Benedict's school, to ensure consistency of expectations.

Outcomes for Religious Education are shared in line with other core curriculum subjects, both during parent consultation meetings and in end-of-year reports.

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

- In Religious Education, in accordance to RED, we assess children's knowledge, understanding and appreciation of Catholic belief and practice appropriate to their age and development.
- We aim to observe and assess knowledge, concepts, skills and attitudes taught and learnt in Religious Education lessons and within context of our school life. This will include assessing their knowledge of Scripture, understanding of God's message, their moral development and attitudes.
- Recording of children's work takes many forms, written, pictorial, wall displays, assemblies, etc. Each classroom has a Religious Board and a prayer table.
- After each branch, teachers will use RED assessment trackers to assess the children's attainment. A record of each pupil's progress is recorded and tracked from EYFS to Year 6.
- Book monitoring by the whole staff happens at least once a term to ensure progression, continuity and moderation of standards and is then overseen by SLT. Monitoring of religious displays and prayer tables is completed through completing self-evaluation grids and from learning walks by the SLT.
- Parents have access to weekly Newsletters via a Ten:Ten link.
- 'Pupil voice' and parent questionnaires are given annually. The information is then used to assess what is working well and which areas need targeting for future development.
- Parents receive a written report on their child's effort and attainment within Religious Education once a year.

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

## **Religious Education in the wider context**

We invite all members of our school community to participate in the faith development of our children and the forming of their moral values. We seek to support the task of parents who are the first teachers of their children.

## **Staffing and Responsibilities**

We aim to demonstrate our own faith and commitment as a staff in partnership with our Benedictine Community, our parish priest and our parents.

The Religious Education Subject Leaders are available to colleagues to offer advice and support if requested and attend courses which will provide up-to-date information.

The Religious Education Leaders have the particular responsibility in overseeing the preparation of Liturgies and School Masses. The Religious Education Subject Leaders are responsible for the co-ordination of Religious Education throughout the School. Meetings involving Religious Education take place with the staff and the subject leaders will participate in an induction day for staff new to school. New members of staff also participate in a training day with the Diocese. All staff are provided with an RE handbook in which all relevant information is held. Twilight training sessions are attended each year by all teaching staff.

## **Resources**

Through religious imagery, artefacts and appropriate display we aim to foster worship and spirituality. Religious Education books and resources are stored in the library and in individual classrooms and are available for the staff to use.

## **Budget**

In each financial year there is a budget negotiated to enable the delivery of the action plan and the purchasing of resources relevant to the RED curriculum plus other religious equipment.

## **Future Development**

In a Catholic School, Religious Education is a core subject of the curriculum. All future development in light of our Mission Statement will be aimed at continuing to create an environment where Catholic Social Teaching gives us the principles to apply the gospel values of prayer, truth, holiness, justice, love and forgiveness which are seen to be at work.

## **Background**

**Related Policies:** Chaplaincy, Community Cohesion, Home School Parish Liaison, Liturgy and Prayer, Moral, Social, Cultural Development and Spiritual Development.

*St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

## **Appendix 1:**

### **Marking Guidelines for R.E.**

1. Religious questioning to encourage and challenge deeper religious thinking.
2. Positive response to the children's work.
3. Remarks should be developmental and sensitive.
4. Establishing accuracy, but remaining sensitive and positive (for example scripture references, biblical names, sacramental terminology etc.).
5. Maintaining a high standard of presentation reflecting pride in their work.
6. Paying particular attention to the spelling of key religious vocabulary.
7. Mark in the colour applicable to the school (green).
8. Consistency with the school marking policy.