



# PADRE PIO CATHOLIC PRIMARY SCHOOL YSGOL GYNRADD GATHOLIG PADRE PIO

## RELIGIOUS EDUCATION POLICY (2025)

### 1. Mission Statement

**This policy is formulated within the framework of the Mission Statement of Padre Pio Catholic School and supports the personal, social, moral, intellectual, spiritual and physical development of all pupils.**

*'A Catholic family where we pray and learn in peace with each other. Together, we take the message of Jesus to the world.'*

As a proud Catholic School, we are committed to living out love and service for God and for one another- in every aspect of school life. We strive to provide a high quality Christian Education based on the teachings of Christ in the Gospels, where each individual is a valued member of our community, and is able to develop his or her talent to the full. We aim to promote in all members of our community, faith and religious commitment, in accordance with the rites, practices and teachings of the Catholic Church.

### 2. Rationale of Religious Education

Padre Pio Catholic Primary School is a proud Welsh Catholic school where the teachings of Jesus guide every aspect of school life and inspire a journey of lifelong learning. We are an inclusive community, committed to excellence and to nurturing the unique, God-given gifts of every pupil.

We also recognise and celebrate that our pupils come from a range of backgrounds and have differing abilities, and our teaching of Religious Education reflects this.

### Aims and Objectives

Our school seeks to nurture each pupil's journey in faith, helping them grow in the knowledge of God the Father through Jesus His Son, guided by the Holy Spirit. This growth is fostered through prayer, worship, and the living word of scripture. Our vision is rooted in the distinctive nature of Catholic education, where the teachings of Jesus Christ shape every aspect of school life. This foundation aligns seamlessly with the four core purposes of Curriculum for Wales, as we nurture our pupils to become:

- ❖ **Ambitious, capable learners** who grow in wisdom and understanding through faith and knowledge
- ❖ **Enterprising, creative contributors** inspired to use their God-given talents in service of others
- ❖ **Ethical, informed citizens** guided by Gospel values and a commitment to justice, compassion and peace
- ❖ **Healthy, confident individuals** who flourish spiritually, emotionally, and socially within a loving, inclusive community

Our intent is to:

- 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 awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, 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; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.

We strive to nurture religiously literate young people who according to their age and capacity, possess the knowledge, understanding, and skills to think spiritually, ethically, and theologically- and who recognise the call of religious commitment in everyday life.

### **3. Religious Education in the Classroom**

Our entire curriculum is rooted in the values of the Gospel. We believe that all education reveals the mystery of God and invites pupils into a deeper understanding of His presence in their lives. Within this context, we recognise two distinct yet complementary aspects of Religious Education:

**(a) Implicit, or unstructured Religious Education** – These are the opportunities that arise naturally during the school day, allowing pupils to explore curriculum content or relationships in a way that leads to a religious understanding of their implications. It is the policy of this school to embrace and utilise such opportunities as they arise.

**(b) Explicit, or curriculum Religious Education** – These are the timetabled or planned periods dedicated to the explicit teaching of Religious Education within the classroom.

**It is the policy of this school to give a minimum of 10% of dedicated teaching time to Curriculum Religious Education in all classes.**

### **4. Programme of Study**

To ensure full adherence to the Religious Education Directory (RED) and to support staff in its delivery, our school has introduced the *Magister* scheme of work. This provides a structured and progressive approach to curriculum Religious Education, supporting pupils in becoming religiously literate and deepening their understanding of Catholic faith, tradition, and practice.

### **5. Teaching Other Faiths**

As affirmed in the Religious Education Directory (RED), we recognise the teaching of other faiths as an essential part of the Curriculum for Religious Education. We believe this fosters respectful understanding, meaningful dialogue, and a deep appreciation of religious diversity—preparing our pupils to live with empathy, integrity, and openness in a multi-faith society.

## **6. Pupils with Additional Learning Needs (ALN) and More Able and Talented (MAT)**

As in inclusive school we strongly believe the development of pupils should be equal for all regardless of their Additional Learning Needs or talents. Every effort is made to support the needs of pupils to achieve and make progress.

Pupils with ALN and MAT pupils will be presented with tasks to suit their ability.

Differentiation for these pupils may be in the amount of support and attention offered by the teacher and/or assistant, or by lesson objective which will be appropriate to the needs of all learners

## **7. Equal Opportunities**

All pupils at Padre Pio Catholic Primary School are treated as individuals, regardless of race, gender or religious background, within a caring atmosphere of Christian love.

## **8. Cwricwlwm Cymreig**

Through the Religious Education programme, we aim to give all pupils an awareness of the factors that have shaped Welsh religious beliefs and practices; and an opportunity to develop and experience a sense of belonging, place and heritage and an awareness of the importance of language and life of Wales.

## **9. ICT**

ICT will be used wherever appropriate. It is our intention to present the Catholic/Christian faith in as many ways as possible and demonstrate its relevance to contemporary life by using contemporary technology.

## **10. Development of wider skills**

Throughout the curriculum we seek to develop a range of wider skills which will stand our children in good stead all their lives.

Language, literacy and communication skills, numeracy skills, IT and problem solving are intrinsic to lessons and are promoted appropriately to enhance teaching and learning.

## **11. Planning, Assessment, Monitoring and Recording**

- ❖ All class teachers will annotate and adapt the teaching guides provided with Magister for planning purposes
- ❖ Marking will be in line with our school's policy- it will be approached positively and constructively so that it affirms and celebrates success and encourages future learning opportunities
- ❖ Pupils will have regular opportunities to self-assess and peer-assess in line with school policy
- ❖ Staff will record engagement in Religious Education and progress/understanding using SIMS on a termly basis (from Autumn 2025)
- ❖ This academic year, class teachers will begin to assess pupils' knowledge and understanding of each branch using a knowledge organiser provided by our curriculum lead- using the terms *Emerging*, *Expected* or *Exceeding*
- ❖ Moderation of series of lessons will be completed termly during staff meetings and feedback will be provided to staff and the Catholic Life Committee

- ❖ The Catholic Life Committee and Curriculum Lead will carry out regular “Book Looks” and “Listening to Learners” based activities
- ❖ Cluster Moderation will take place annually
- ❖ Parents and carers will continue being informed about progress and achievement in Religious Education termly through parent consultations and end of year written report

### **Outcomes (Impact)**

*“The outcomes of excellent Religious Education are religiously literate and consciously 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 recognise the demands of religious commitment in everyday life”*  
(RED, 2023)

#### *Article 4- Religious Education as the heart of the curriculum (Red, 2023)*

1. RE is the core of the core curriculum and is the source and summit of the whole curriculum
2. RE is an academic discipline with the same systematic demands and rigour as other disciplines
3. RE is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it
4. In each year of compulsory schooling, RE is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

### **Management of the Subject**

Mr S. Francis has responsibility for leading, managing and supporting the delivery of the training and monitoring in RE with support from the Catholic Life Committee, Acting Headteacher and from the Archdiocese of Cardiff Education Department.

### **18. The Role of the Religious Education Co-coordinator**

Please see appendix 1.

### **19. Policy Monitoring and Review**

This policy was written in September, 2025 and will be presented to the Catholic Life Committee in October, 2025 to be adopted in November, 2025. It will be evaluated and reviewed by the governors and whole staff every two years

**Date agreed:**

**Date for review:**

**Acting Head teacher:**

**RE Lead:**

**Chair of Governors:**

## APPENDIX 1

### The Role of the Lead for Curriculum Religious Education

#### The Religious Education Lead will be responsible for:

- Working with the Acting Head teacher and GB on monitoring teaching and learning, staff planning and standards through lesson observations, book looks and listening to learners according to school practice and agreed MER cycle.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Working with the Acting Headteacher and GB on Self-evaluation to identify strengths and areas for development- including analysing standards in RE
- Supporting colleagues to ensure the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending 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 and assessment of Religious Education.
- Liaising with the Acting Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.