



Religious Education at St Robert Bellarmine



Our Mission Statement

"We are God's work of art."

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.



We are a Catholic school and at St. Robert Bellarmine, we are committed to the Catholic faith, recognising and valuing every individual as special and unique in the image and likeness of God. We stay true to our mission statement, 'We are God's Work of Art.'

At St. Robert Bellarmine, we believe that RE is the core of the curriculum. We provide our children with a Religious Education that encourages understanding of themselves, others and the world around us; provides opportunities for children to ask questions and enables children to learn about the Catholic faith. It is planned carefully to demonstrate progression throughout the school.

We aim for our Religious Education lessons and experiences to create the opportunity for not only learning about the Catholic faith, but to inspire awe, wonder, reverence and spirituality in a creative way. Children learn about God's love and explore their Christian responsibilities so they can discover their unique place within their home, school and parish community. We aim to teach children about and explore Catholic and Christian traditions, alongside traditions from other faith backgrounds so they can develop an understanding and respect for all people and the world around us.

Our intent, through our RE curriculum, is for children at St. Robert Bellarmine to develop their understanding of themselves and their relationship with God and others and also to become religiously literate during their time with us.

Our Mission Statement

We Are God's Work of Art



The aim of our mission statement is to communicate the school's values, ethos and purpose to parents, staff, pupils and the wider community, helping to create a sense of shared purpose and identity. It is a brief statement that summarises our guiding principles, aims, and objectives and is based on the teachings of the Catholic Church and the Gospel values.

Our Intended RE Curriculum

At St. Robert Bellarmine, we believe that RE is the core of the curriculum. We provide our children with a Religious Education that encourages understanding of themselves, others and the world around us; provides opportunities for children to ask questions and enables children to learn about the Catholic faith. It is planned carefully to demonstrate progression throughout the school.

We aim for our Religious Education lessons and experiences to create the opportunity for not only learning about the Catholic faith, but to inspire awe, wonder, reverence and spirituality in a creative way.

Children learn about God's love and explore their Christian responsibilities so they can discover their unique place within their home, school and parish community. We aim to teach children about and explore Catholic and Christian traditions, alongside traditions from other faith backgrounds so they can develop an understanding and respect for all people and the world around us.

Our intent, through our RE curriculum, is for children at St. Robert Bellarmine to develop their understanding of themselves and their relationship with God and others and also to become religiously literate during their time with us.

Our Enacted RE Curriculum

At St Robert Bellarmine, we follow To Know You More Clearly from Nursery to Year 4 while Year 5 and 6 continue to follow Come and See. Following RECD requirements, 10% of the curriculum timetable is dedicated to delivering Religious Education to our children. RE is taught individually but plays a central role in all areas of school life.



Our new programme of study, To Know You More Clearly, has been approved by the Bishops' Conference for the various age groups within our school. This framework will be progressively rolled out across our school and will replace the Come and See programme by 2025.

We will continue to follow the guidance and direction provided by the Liverpool Archdiocese around RE Curriculum.

Children are highly engaged in RE lessons through the use of a variety of sources such as religious stories, scripture, religious artwork, songs, music, dance and religious signs and symbols.

RE is taught through different approaches including whole class teaching, group activities and individual work. Children are given opportunities to work individually as well as cooperatively and collaboratively, developing their own knowledge and expertise as well as sharing experiences with others. Where possible, we use visits and invite visitors to school in order to enhance the RE curriculum.

Collective Worship takes place daily for every child, whether in class, key stage or with the whole school and this forms an important daily part of the children's spiritual growth. Pupils increasingly take responsibility for preparing and leading the worship as they move through the year groups.

RSE is taught through 'The Journey in Love' programme, a resource for primary schools on sex and relationship education. It is intended to support teachers and parents to enable the holistic growth of children. It is designed to help pupils develop an understanding that love is the central basis of relationships. To develop confidence in talking, listening and thinking about feelings and relationships. To ensure that pupils protect themselves and ask for help and support when needed. To help pupils to develop a healthy, safe lifestyle, to encourage them to reflect on their own relationships and respect differences between people. To prepare pupils to play an active role as citizens and to understand the catholic vision of what it means to be citizens of the kingdom/reign of God.

Children will learn about equality through the 'No Outsiders' scheme, which equips children to leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through race, gender, ability, sexual orientation, gender identity, age or religion. Children will be given opportunities to discuss issues through a carefully selected range of age appropriate picture books within each year group.

RSE is taught through 'The Journey in Love' programme, a resource for primary schools on sex and relationship education. It is intended to support teachers and parents to enable the holistic growth of children. It is designed to help pupils develop an understanding that love is the central basis of relationships. To develop confidence in talking, listening and thinking about feelings and relationships. To ensure that pupils protect themselves and ask for help and support when needed. To help pupils to develop a healthy, safe lifestyle, to encourage them to reflect on their own relationships and respect differences between people. To prepare pupils to play an active role as citizens and to understand the catholic vision of what it means to be citizens of the kingdom/reign of God.

Children will learn about equality through the 'No Outsiders' scheme, which equips children to leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through race, gender, ability, sexual orientation, gender identity, age or religion. Children will be given opportunities to discuss issues through a carefully selected range of age-appropriate picture books within each year group.



Planning

Long Term Planning

Long term planning is the responsibility of the Leadership Team. Each class has its own long term plan according to the programme of study for that particular year group.

Medium Term Planning

Medium term planning is the responsibility of the RE Lead. The medium term plan details:

- the content and focus of each theme,
- The three themes and topics
- The start dates for each topic (each topic should be given equal time – each topic will take four weeks to complete)

Short Term Planning

Short term planning is the responsibility of the class teacher. Planning is documented through annotations of the topic book alongside notes that are relevant to each teacher.

Our Learnt RE Curriculum

The impact of our Religious Education curriculum is measured through a variety of different strategies. We have a robust, whole school monitoring system for RE and the impact of our curriculum on the progress and attainment of children in RE is measured through ongoing teacher assessment in lessons, lesson observations and regular book scrutinies.

In addition to these, assessment in RE shows the impact of our RE curriculum. Ongoing assessment of each topic against the End of Year Standards, in addition to formal assessment tasks, are used to identify areas of strength, areas for focus or support and to inform planning.

Assessment is moderated internally and also externally at termly, local RE cluster meetings. Importantly, the impact of the RE curriculum is also shown through our children and their deepening appreciation of their faith and God-given talents. Children can talk openly about their faith and the role they play in the community and wider Catholic Church.

Children at St. Robert Bellarmine will live out their faith in an active and positive way, always aware of the presence and love of Christ guiding them.



Training and Development

At St. Robert Bellarmine, we believe that it is important to create an environment, which stimulates and facilitates individual growth and development in all areas. We are committed to the process of training all staff at an individual level and using newly acquired skills and expertise for the further improvement of our school's performance.

At St. Robert Bellarmine, training and development takes place throughout all aspects of school life and considers all members of our school community. The needs of individuals, teams and the whole school are given consideration when identifying areas of development. Objectives for training and development are closely linked to the School Improvement Plan. The impact of Training and Development on practice is evaluated so that our school can sustain and improve its performance.

The RE Subject Lead will:

- Audit staff skills and confidence in the teaching of RE on a regular basis,
- Arrange training for individuals as required,
- Attend courses and support and train staff as far as possible.

Preparation

The 'Teacher's page' in the Come and See Teacher's Book invites teachers to do some personal reflection at their own level, before planning the work for the children. Further guidance can be found in the Come and See programmes for each year group at the beginning of each topic. Staff are also able to use the new documentation and training offered by the Archdiocese to support the development of To Know You More Clearly.

Staff Communication

Staff are informed by the RE lead which topics are to be covered each academic year and the dates each topic starts within the term, by means of the staff Google Drive. Whole school collective worship are incorporated within the timetable on a weekly basis. Staff also have a timetable outlining key dates for Class Collective Worships, which are led by the children. Information regarding RE events etc are included on the staff Google Drive. Parents receive a termly Come and See newsletter.

Sacramental Preparation

We believe that it is essential that Home, School and Parish work very closely together in preparing each pupil for the Sacrament.

We follow the 'With You Always' programme. The children in Year 4 and their parents meet with the parish catechists to learn about the sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when their child is baptised. The goal of family catechesis is the evangelisation of the whole family with particular emphasis on the support of parents to pass on the faith to their children. Family catechesis helps support the Home-Parish-School partnership.

To achieve the aims outlined above, the children will have the opportunities in Religious Education to:

- Develop confidence, value and pleasure in Religious Education.
- Work both independently and with others, listening to others' ideas and treating these with respect.
- Be creative, flexible and show perseverance.
- Record responses, including observations of the natural and man-made environment.
- Develop a respect for the environment and for their own health and safety and that of others.
- Develop their cultural awareness and understanding and appreciate the value of differences and similarities.
- Develop an understanding that all people are equal regardless of age, race, gender or ability and that there needs to be alternative solutions to meet the needs of individuals and groups of people.
- Find enjoyment, satisfaction and purpose through Religious Education.
- Express their own ideas, feelings, thoughts and experience through Religious Education.



Equal Opportunities

At St Robert Bellarmine Catholic Primary School, we aim to give all our children irrespective of age, background, or ability equal access to learning opportunities. For religious education, this means equal opportunity to reflect on their life experiences and to understand their own and other people's responses to those experiences in the context of religious belief and practice.

All work is valued. We are aware of children's various cultural, social, and ethnic backgrounds and are sensitive in our approach and the use of materials. We achieve this through a range of strategies:

- regular reviews and the revisiting of prior learning
- continual checking of understanding through effective questioning
- strong teacher modelling and guided practice
- carefully sequenced lessons that use 'chunked learning', allowing new learning to be retained
- precise feedback for our children

The Role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively,
- Ensure that the school buildings and premises are used optimally to support teaching and learning,
- Check teaching methods in the light of health and safety regulations,
- Seek to ensure that our staff development and performance management both promote good quality teaching,
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self review processes, which includes reports from subject leaders and the termly head teacher's report to governors.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain pupil progress,
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school,
- Sending parents reports in which we explain the progress made by each child, and indicate how the child can improve further,
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure that their child has the best attendance record possible,
- Ensure that their child is equipped for school with the correct uniform and PE kit,
- Do their best to keep their child healthy and fit to attend school,
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour,
- Promote a positive attitude towards school and learning in general.



Monitoring and Review

We are aware of the need to monitor the school's Religious Education policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

<i>This policy was last updated on</i>	September 2025
<i>Discussed and agreed with governors</i>	September 2025
<i>Formal review of policy</i>	September 2027