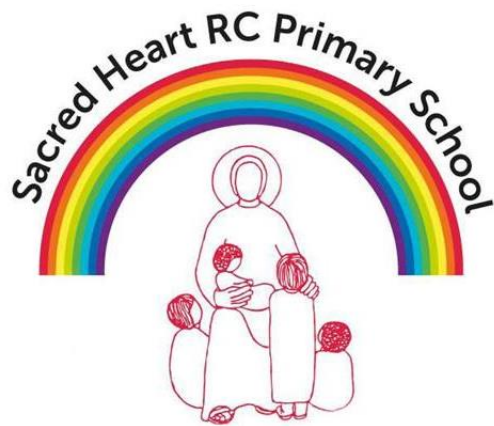


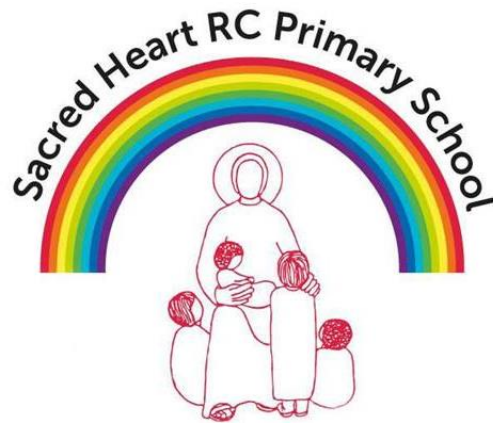


Acting Justly, Loving Kindly and
Walking Humbly with God.

Religious Education

(The Sacred Heart Way)

2025-2026



Acting Justly, Loving Kindly and
Walking Humbly with God.

**Micah 6.8 'And what does the LORD require of you but to
do justice, and to love kindness, and to walk humbly with
your God'**

Acting Justly

- Sacred Heart is a community of faith where love, tolerance and respect are at the heart of all that we do.

Loving Kindly

- We cast our nets deeply nurturing each child to become the person God intends them to be through our vibrant faith and learning journey together.

Walking Humbly

- We are made in God's image and we are here, so this is Holy ground.

Our Mission Statement

**Acting Justly, Loving Kindly and Walking Humbly with
God**

Aims and Objectives

Religious Education at Sacred Heart R.C. Primary School is based on the Gospel values and teachings of the Catholic Church. We aim to develop a strong awareness of the spiritual dimensions of life amongst our pupils and to equip them with Christian and most importantly Catholic values which will guide them throughout their lives.

The family of Sacred Heart warmly welcomes everyone to our school as Jesus welcomes us to the family of God. The Word of God is celebrated and guides us in all that we do. Christ's teachings are at the heart of every aspect of school life.

Every member of our school community is unique, made in the image and likeness of Christ. We support all of our families and the wider community so that, together our children develop a deep understanding of God's creation and experience life to the full.

We are a family that worships together. Our children, staff, families and Parish worship together often, strengthening our relationships with God. The prayer life of our school is nurtured and celebrated and this enables us to learn how to talk to and listen to God. We are made in God's image and we are here, so this is Holy ground.

Planning for Religious Education

Religious Education is planned, taught, assessed and monitored with the same rigor as other core curriculum subjects. In line with the 'Framework for Teaching and Learning', Religious Education is guided by 'Rosenshines Principles in Action' and the three stages of practice 'I do, We do, You do'. This is reflected through the Short Term Template.

For all pupils including vulnerable groups and SEND, Quality first Teaching is the prime strategy for achieving best possible progress across the curriculum. The school embraces the philosophy of Teaching for Mastery. Under this philosophy, all pupils are challenged to achieve the same ambitious learning intentions.

Adaptive Teaching: However, we recognise that every pupil is unique and has different learning needs. We therefore differentiate our instruction and provide scaffolds so that all children can hurdle barriers to learning and successfully make progress through the curriculum.

The potential barriers that children could face are outlined in the Religious Education Inclusion Strategy Document.

We follow the 'Source to Summit: Lighting the Path' programme as approved by Salford Diocese. We have adopted a fixed topic, whole school approach. The whole school explores each religious theme through the same topics at the same time, with links to the liturgical calendar made wherever possible. A minimum of 10% curriculum time is allocated each week to the teaching of Religious Education as stated by the Diocese of Salford.

Teaching and Learning Styles

Teachers deploy a variety of techniques to enable children to learn and to assess their progress in line with the Framework for Teaching and Learning. Whole class teaching, group work and when necessary individual teaching takes place. Teachers also communicate religious teaching by their everyday witness, based on their own faith commitment. Tasks provided to children are of high quality and are well thought out. Teachers are encouraged to plan a mix of both creative and writing activities across a term with at least two written elements a week.

Formative Assessment

Teachers make informal judgments as they observe during lessons and through the tasks set. Teachers attempt to elicit a personal response from children, so that knowledge of God will help them to understand themselves and the consequences of their actions.

Work is marked live once it has been completed and feedback is provided as outlined in the school's Marking and Feedback Policy. At the end of every topic children are given a multiple choice quiz to assess their learning.

Children's progress informs future planning and progress is reported to parents twice a year at Parents' Evenings and in an end of year report.

Summative Assessment

Each Term the children complete an assessment task which is recorded in their continuation books. The first two assessments are in line with the Emmaus Federation and the Liturgical Calendar (Advent and Lent) whilst the third is a 'big question' where the child will respond through a written piece of work.

These are marked using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference and a target is written on the piece of work. At the front of each continuation book, every child has a copy of the Diocese of Salford Standards which are updated after each assessment.

A best-fit model of assessment is undertaken and school uses Sonar to track levels of attainment and progress across the school.

An in-house moderation of pupils' books is held every term. We meet regularly through the year in local clusters (Emmaus Federation) to cross-moderate to ensure expectations are in-line with other schools.

Monitoring of RE

The RE coordinator monitors planning, children's books, displays and carries out pupil voice on a termly basis, or more frequently where needed. This is in line with a rigorous RE monitoring timetable. Lesson observations are also carried out termly and teachers are provided with feedback.

The RE Coordinator also feedback to Governors at meetings as well as through the Head teachers termly Report. Parents are asked their opinions about RE in school annually. Pupils are asked their opinions about RE, Collective Worship and the Catholic Life and Mission of the school in pupil interviews at regular points throughout the year. Staff and governors are also asked their opinions and give regular feedback on RE, CW and CLM.

Catholic Social Teaching

At Sacred Heart we teach children about the principles of Catholic Social Teaching (CST). As Catholics, we believe that it is our role to help others in need and care for the world we have been given. The 7 principles of Catholic social teachings are included in all areas of the curriculum:

- Dignity of the Human Person
- Stewardship of God's Creation
- Solidarity and the Common Good
- Family and Community
- Dignity of Work and the Right of Workers
- Rights and Responsibilities
- Options for the poor and vulnerable

The 7 principles are focused upon each term through our CARITAS in Action Overview ensuring that our commitment to the service of our community is progressive and that children are encouraged to put their 'faith into action'. The weekly head teacher's award also has a focus upon the termly principle.

Multi-Cultural Education and Equal Opportunities

Our belief in the value of each individual encompasses a mutual respect for differences. Our Admissions Policy states that we are a Catholic school. Regular monitoring of the Admission's policy takes place. Both Multi-Cultural Education and Equal Opportunities permeate the whole education process and can be found in all aspects of school life.

Sacred Heart RC Primary School Catholic promotes values that are both Catholic and British. By our words and actions we live out the 'British' Values' but much more than that, we seek to base all that we do on the teachings of Jesus Christ

Democracy

We learn to share and take turns

We learn to have our own opinions and to listen to each other

We have a School Council who speak for us

Mutual Respect

We care for each other as God's children
We learn to serve others through CARITAS in Action
We are like a family who LOVE God and LOVE each other

Tolerance of those with different faiths and beliefs

We are all God's children
We learn about others religions and how we are the same but different
We try to be Peacemakers and to care for everyone and everything

The rule of law

Our first rule is to love God and love each other
We write our own Class Charters
We keep the school rules and learn about consequences

Individual Liberty

We know that it is okay to make mistakes
We learn to work on our own
We celebrate our individual gifts and talents

Wider Faiths

Wider faiths are included in our planning as recommended by the 'Come and See' scheme of work. These are taught from Year 3 – Year 6 and each class has the opportunity to visit a place of Worship of the Wider Faith that they are learning about.

Feast Days and Liturgical Celebrations

Alongside 'Come and See' we aim to extend the children's knowledge of important feast days and occasions for celebration so that they all become familiar with the structure of the Church's year. These are documented in the Annual Plan of Provision Document.

Focal areas / RE Displays

These are set up in each classroom and are changed regularly to reflect changing topics and the liturgical calendar. The children may be involved in the design and content of the class focal area and are encouraged to make use of it throughout the day. Children are encouraged to bring in items from home to add to the display and they can be reminded to place questions or captions on the display if they wish.

Useful items for an attractive display include:

- Coloured fabric in accordance with the Church colours for the Liturgical year
- Artefacts
- Pictures
- Statues
- Photographs
- Scripture
- Candles
- Book Stands
- Bibles/Stories about God & Jesus

- Class prayer books/books for intentions etc.
- Altar cloths

(These resources are constantly being added to and updated).

Health and Safety

Teachers must give due consideration to the safe and respectful use of resources and artefacts that they use to support their teaching of RE. Any broken, damaged or dangerous resources should be brought to the attention of the RE Coordinator.

Candles/Incense – when lit

Candles and incense must be supervised by an adult and never be left unattended. They should be placed on/in a suitable container and placed on a steady, hard surface. Children should be kept at a suitable, safe distance.

Race Equality and Equal Opportunities Statement

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic or religious background.

P Dungworth
(Headteacher / RE Subject Leader)

Updated by
A King
(RE Subject Leader)