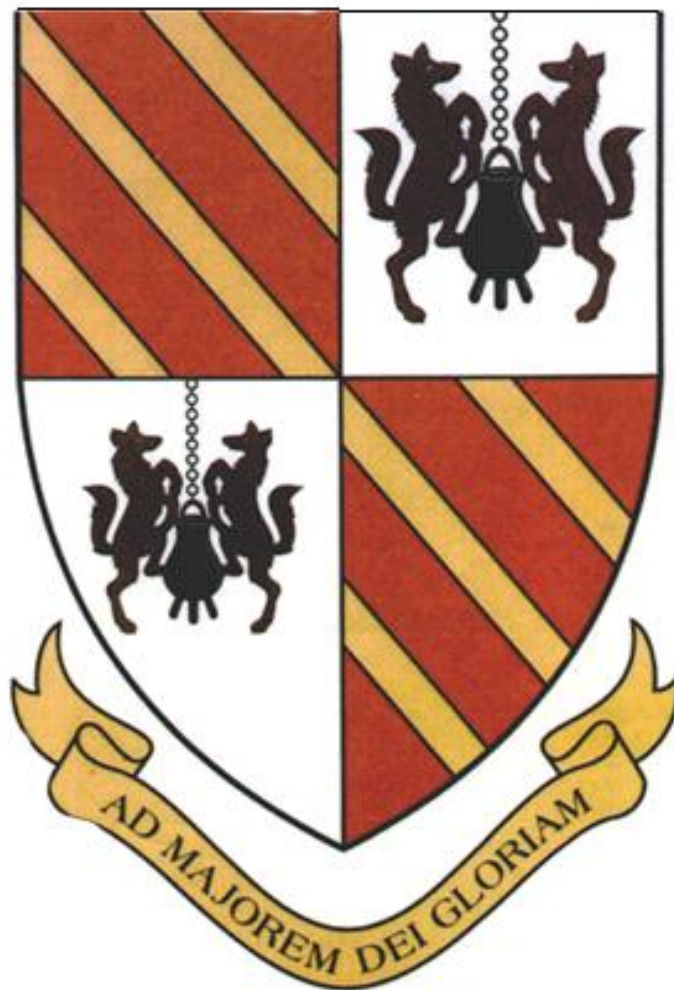


Loyola Preparatory School Policy for Religious Education



Date: September 2025

Date to be reviewed: September 2026






Religious Education Policy

This policy applies to all the pupils at Loyola Preparatory School including those in the Early Years Foundation Stage. This policy has been written with reference to the *Religious Education Directory (2023)*, the *Brentwood Diocesan Guidance (2024)* and the *Catholic Schools Inspectorate Framework (2023)*.

We aim to provide a Catholic Religious Education, central to the ethos of the school derived from our Mission Statement.

Our Mission Statement has been agreed by the whole school community and is known by all. It is underpinned by clear values that stem from the teaching of the Jesuits led by St Ignatius (our patron saint), stating our school's overarching purpose and 'reason for being'.

“Ad Majorem Dei Gloriam”

	<p>We do everything for God's Glory: We do everything with love for God and to make Him proud.</p> <p><i>Ad Majorem Dei Gloriam (AMDG): Living and learning for the greater glory of God.</i></p>
	<p>We care for everyone: Be kind and look after each other.</p> <p><i>Cura Personalis: Caring for each person as a whole — body, mind, and spirit.</i></p>
	<p>We do our best: We always try hard and keep learning.</p> <p><i>Magis: Striving for excellence and seeking to do more for God and others.</i></p>
	<p>We see God everywhere: We find God in people and the world. He is always with us.</p> <p><i>Finding God in All Things: Recognising God's presence in every aspect of life.</i></p>
	<p>We help others: We share, care, and stand up for what is right.</p> <p><i>Men and Women for Others: Forming people of compassion, justice, and service.</i></p>

Loyola Preparatory School will strive to instill recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills, techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.

We aim to develop religiously literate young people who have the knowledge, understanding and skills-appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. We also foster an understanding and respect for those with different faiths and beliefs.

Working in partnership with the family and Parish we seek to live and share our Catholic faith. This faith perspective is integral to the whole life of the school and all aspects of the curriculum.

Religious education is not confined to the R.E. lesson. Throughout the whole of the curriculum, topics arise which raise specific moral and religious issues. An adequate response will be given, in the light of the teachings of the church.

Scheme of Work

Intent: To provide a rigorous, engaging Religious Education that forms pupils as religiously literate, faithful, and reflective young people.

Implementation: We follow the RED (2023) across all year groups, supported by Magister resources, integrating Scripture, Doctrine, Catholic Social Teaching, and Liturgy.

Impact: Pupils demonstrate deepening knowledge, understanding, and discernment in faith, which is evident in their learning, prayer, and actions.

At Loyola, Religious Education is taught for at least 10% of curriculum time. We now follow the Religious Education Directory (RED) in its entirety across Kindergarten (Nursery) to Rudiments (Year 6). The programme builds from Kindergarten (Nursery) to Rudiments (Year 6), ensuring progression in knowledge, understanding and discernment. Lessons are supported by the Magister resources, ensuring the content, progression, and pedagogy reflect the Directory. This provides our pupils with a systematic, engaging, and rigorous Catholic religious education that is faithful to the diocesan vision.

The school's aims foster, at an appropriate level in children, the following attitudes which reflect Gospel values and the presence of the Holy Spirit:

1. **LOVE**

A willingness to show care, kindness and respect for others. Love inspires service, generosity and a deep awareness that all people are made in the image of God.

2. **FAITH**

A trust in God and confidence in His presence in every part of life. Faith encourages prayer, perseverance and hope, even in times of challenge.

3. **COMPASSION**

An understanding heart that reaches out to those in need. Compassion moves pupils to act with empathy and to support others through words and deeds.

4. **FORGIVENESS**

An openness to say sorry and to forgive others. It recognises our shared humanity and the peace that comes from reconciliation and mercy.

5. **HONESTY**

A commitment to truthfulness and integrity in words and actions. Honesty builds trust, self-respect and fairness in relationships.

6. **COMMUNITY**

A sense of belonging and responsibility towards others. Community fosters cooperation, respect and a shared purpose of living and learning together for the Greater Glory of God.

Through these values, pupils grow in spiritual awareness and moral responsibility, forming attitudes that reflect the fruits of the Holy Spirit and the call to live as missionary disciples.

Organisation and Content

In accordance with Diocesan policy, a minimum of 10% of teaching time is given to R.E. The main content of the lessons will be based on RED. In line with RED, our curriculum is structured to ensure pupils encounter Scripture, Doctrine, Liturgy, Catholic Social Teaching, and Other World Religions in a progressive and systematic way. Units of work are carefully sequenced to develop theological understanding, moral reasoning, and opportunities for prayer and reflection. The Magister scheme of work provides planning, resources, and assessment materials to support high-quality teaching across all year groups.

The child's own knowledge and understanding is increased by the acquisition of the following skills in both key stages.

Catholic Social Teaching

Catholic Social Teaching underpins our approach to Religious Education. The six CST principles - *Dignity, Dignity of Work, Option for the Poor, Care for Creation, Community and Participation, and Solidarity and Peace* - are woven throughout the curriculum and lived out through school life, charitable outreach, and Prayer & Liturgy. These are made visible through class displays, CAFOD Club, and pupil-led action initiatives.

Skills for Religious Understanding and Reflection

Pupils develop the skills of enquiry, interpretation, communication, critical thinking and reflection through engagement with Scripture, doctrine, Catholic Social Teaching and prayerful response. These skills enable pupils to grow in knowledge, understanding and discernment as outlined in the Religious Education Directory (2023).

Acts of Worship

Our acts of Prayer & Liturgy are an important means of expressing our commitment to our faith and to promote the spiritual and moral development of the children in our care. Worship also allows us have time for reflection, reminding ourselves of our school mission statement and setting ourselves up to serve God in all that we do. In our weekly Mass, the Gospel reading from that day, the Sunday prior or in line with the feast day we are celebrating is discussed with the pupils. We recognise that for many of our children, school is the place where they may hear the word of God and we should therefore make it meaningful to them.

In our assemblies, we endeavour to offer children experience of their own faith, and raise awareness of self, others and the world in general and lead pupils to develop self-respect and empathise with others. By gathering together we create a context within which worship is possible. We enable children to experience a feeling of belonging to a community, the class, the school and the wider world. Prayers, hymns, silence and reflective moments are important elements of assemblies so that all children are involved.

Prayer and Liturgy are central to the life of our school community and flow from our mission to live *Ad Majorem Dei Gloriam* – to the Greater Glory of God. Pupils are given daily opportunities to encounter Christ through prayer, reflection, scripture, and worship, appropriate to their age and stage of faith development.

(See Prayer & Liturgy Policy)

Religious Education and the Catholic Life of the School

Religious Education contributes directly to the Catholic Life and Mission of the school. Through curriculum learning, prayer, and social action, pupils live out the Gospel values of love, compassion, and justice. They grow in awareness of their vocation and are encouraged to see themselves as missionary disciples, forming habits of reflection, service, and gratitude.

Sacramental life of the school

In addition to celebrating major festivals and Holy Days of the Church's year, whole school masses are held on other occasions as well. For example, we celebrate mass with our Prep (Year 3) children when they have all received their First Holy Communion and the class of Rudiments (Year 6) lead their leavers mass at the end of year. There are also weekly masses for all year groups throughout the year.

Display

Children's work is celebrated in both classrooms and around the school. There is a display area in each classroom dedicated to the current RE topic.

Community

We invite the community to witness our love of Christ by attending our services. We take part, when invited, in other services in the local area, for example: Carol Singing, Ecumenical Advent Service, etc.

We also support charities such as CAFOD, Brentwood Catholic Children's Society, CRISIS, Epping Foodbank and others focusing on the need to help God's family in other places.

Equal Opportunities

All pupils are given access to the full R.E. curriculum regardless of gender, race, cultural or financial background. Religious Education is understanding and knowledge of the highest order activity of the human race, i.e. the quest for God. It should therefore, always promote values of respect, equality and reverence for all people, everywhere, whether or not they have faith.

Inclusion and Differentiation

Children with Specific Educational Needs and Disabilities (SEND) will be given support as appropriate to enable them to benefit from the curriculum, details of which are found in the Loyola SEND Policy.

Teachers should set high expectations for all pupils through high quality teaching as described in the SEND Code of Practice. They should plan to challenge more able pupils and set appropriate targets for pupil's requiring support. Due attention will be given to pupils with specific learning difficulties in consultation with the Head of Learning Support and to the content of Individual Education Plans and One Page Profiles.

Teachers should take account of their duties under equal opportunity legislation (Equality Act 2010). Lessons should be planned that ensure that there are no barriers to every pupil achieving in line with recommendations from the SEND Code of Practice. Extra support and intervention are provided as necessary in line with the SEND Code of Practice.

Access arrangements will be taken into account as advised by the Head of Learning Support and in line with the pupil's IEP and the school's Disability Action Plan where applicable.

Pupils for whom English is an additional language are not regarded as having special educational needs solely because of learning differences. Planning should take account of their diverse needs and careful monitoring should occur of each pupil's progress. The ability of pupils to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities that help pupils develop English and should aim to provide support to enable them to take part in all subject areas.

Resources

Resources for Religious Education, including Magister and diocesan materials, are regularly reviewed to ensure they support high-quality delivery of the RED (2023) across all year groups.

Assessment, Recording and Reporting

All planning, teaching and assessment are guided by the 2023 Religious Education Directory for Catholic Schools. Assessment focuses on the three strands outlined in the RED (2023): *Knowledge* – what pupils know and recall; *Understanding* – how they explain and make links; and *Discernment* – how they apply faith and reflect spiritually. Teachers use ongoing assessment, pupil self-reflection, and formal review points to monitor progress. Progress in R.E. is reported to parents bi-annually in the Lent and Whitsun Term and a newsletter is sent home each term to inform parents about the topics to be covered and the ways in which parents can support their child's learning. Children's progress in RE is discussed in half termly progress meetings and progress is recorded on Sonar (the school assessment system). The R.E. Team facilitates diocesan and internal moderation to ensure consistency and accuracy of assessment judgements.

Rationale

At Loyola we recognise that assessment, recording and reporting are a natural part of teaching and integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers. We believe that assessment is at the heart of good teaching.

Practice

- Good assessment procedures will be at the heart of all planning.
- All planning will take into account the concepts, attitudes, skills and knowledge highlighted in the "Religious Education Curriculum Directory for Catholic Schools" 2023.
- Teachers' long, medium and, where applicable, short term planning will be a collaborative process which assists continuity and progression.
- Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning. (See marking policy)
- Recording will recognise the distinct nature of religious education.
- Records will provide evidence of what pupils have done and can achieve.
- Regular use will be made of pupil evaluations (these can be verbal or written).

The process of recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and governors and for parents and pupils.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in a child's education.

Staff Formation and Development

All staff are supported in developing their theological understanding and pedagogical practice in Religious Education. The R.E. Leader provides regular CPD on the implementation of the Religious Education Directory (RED 2023), Magister resources, assessment moderation, and Prayer & Liturgy. Formation opportunities encourage staff to reflect on their vocation as Catholic educators and to deepen their own understanding of faith.

Monitoring and Evaluation

The R.E. Leader monitors teaching, learning, and assessment through lesson observations, planning reviews, book scrutiny, and pupil voice. Evidence is collated in the RE Leader's folder and shared with SLT and governors. Termly reviews ensure that the curriculum remains faithful to the RED and meets diocesan and CSI expectations.

RSE

We currently use, "Journey in Love" as our scheme of work for RSE and this was implemented following consultation with parents. The scheme of work is supplemented by Jigsaw and all teachings are in line with Catholic guidance. In January 2026, we will be adopting the scheme of work provided by Ten:Ten, "Life to the Full" which will provide the basis for a revised RSE (Relationships and Sex Education) scheme. (Please read in conjunction with the RSE policy).

Role of the Religious Education Team

- The subject R.E. team monitors the teaching of R.E. in the school as well as the worship carried out in the classroom.
- It is important that the R.E. team keeps informed of developments in the teaching of R.E.
- The R.E. team is responsible for the purchasing of resources.
- The policies for worship and assessment, recording and reporting in R.E. are also the responsibility of the R.E. team.
- The R.E. team is responsible for presenting these policies to governors for approval and reviewing when necessary.
- At the end of the academic year, the RE team will present a review and evaluation the past year to the governors. A discussion is then had to identify the aims for the next academic year.