St Mary's Catholic Primary School

R.E Policy

We grow and learn in the footsteps of Jesus

Approved by	
Name:	Carley Miller
Position:	RE Coordinator
Signed:	Claire Davidson
Date:	September 2026
Proposed review date[2]:	September 2027
RE Governor	William Starkey

Aims and Objectives

The purpose of Religious Education at St Mary's School is to nurture the Catholic Faith, and its teachings, in our children. By helping the children to live this faith, we hope to encourage our children to develop a better relationship with God and others around them. R.E. enables children to investigate and reflect on some of the most fundamental questions asked by people. At the heart of Catholic education lies the Christian version of the human person.

Christ and His teachings are at the heart of all we do in school. We strive to offer children every opportunity to deepen their faith by learning and living the Catholic faith on their spiritual journey through our school.

Through our carefully planned RE curriculum, we aim to guide the children to become religiously literate young people who have the knowledge, understanding and skills to think spiritually and theologically, and who are aware of the demands of religious commitment in our everyday lives.

Central to our ethos are the opportunities for prayer and liturgy which lie at the heart of our faith. We will endeavor to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world.

Religious Education (R.E) should promote pupils' cultural, moral, academic, emotional, spiritual and physical development and prepare children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

R.E is a core subject at St Mary's School and is taught for at least 10% of the weekly timetable.

Religious Education Directory - To Know You More Clearly 2025:

In line with the Diocese of Lancaster support for planning; our Nursery to Year 6 classes are delivering their Religious Education curriculum based on the delivery of the new RED. This is supported by the Magister Scheme. All pupils are invited to encounter Our Lord and Saviour Jesus Christ as the living person at the heart of their study in a way that respects their individual religious identity.

Our RE curriculum enables the children to explore key questions of life from the Christian tradition and how to put what they have learned into context. In conjunction with this we also encourage links with home, the Parish Church, the local community and other subject areas, especially RSHE and PSHE. We believe that all aspects of R.E should be woven into the fabric of school life.

In St Mary's, Religious Education is, in the first instance, education in the Catholic faith; pupils learn about the Catholic tradition and from it.

"Religious Education is central to the curriculum of the Catholic school and is at the heart of the philosophy of Catholic education. Religious Education has developed in a way that reflects the particular identity of our Catholic schools. It teaches about the faith in the context of a school which proclaims the Gospel, and invites the individual to respond to the message of Christ. As the individual responds to this invitation, growth in faith and knowledge helps the pupil to respond to the call to holiness and understand the fullness of what it is to be human."

[1] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;

2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;

3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;

4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;

5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;

6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;

7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

(To know You more clearly :The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales: 2023 Bishops' Conference of England and Wales)

The legal position of religious education

R.E. is a core subject. It will be taught, developed and resourced with the same commitment as any other subject. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does ***not*** include Prayer and Liturgy.

Programme of Study:

As the school, we follow the six-branch structure - Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Dialogue and Encounter. Within in each branch, children will study Catholicism through the 'Knowledge Lenses'.

The programme of study for religious education in Catholic schools presented in this directory has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes, curriculum branches.

Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews).

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education. The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond).

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able

to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

Curriculum branches are the way this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. The six curriculum branches are: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth, and Dialogue and Encounter.

Adaptive Teaching

All pupils, including those with specific needs and disabilities, are entitled to experience a rich and ambitious Religious Education Curriculum. Catholic schools can use the Religious Education Curriculum without age-related expectations and show measurable progress through various learning experiences.

At St Mary's School we recognise that each child is uniquely created by God and must be valued, respected and treated as special. There is a particular duty to be inclusive and to provide for the needs of the less able and those who are socially, academically, physically and emotionally disadvantaged.

In all classes there are children with different abilities. At St Mary's School we recognise this fact and activities and expectations are adapted to meet the particular needs of individual children.

Adaptation teaching focuses on the entire class while still responding to individual pupils needs. It involves knowing your pupils' prior levels of attainment and providing targeted support. It is a hallmark of good teaching and is proven to raise pupils outcomes. It is also integral to the Teachers' Standards, Early Career Framework, and Ofsted inspections. Teachers can develop an understanding of pupil needs and provide opportunities for all pupils to experience success. Adaptive teaching is a helpful strategy for creating a fully inclusive classroom

The Teaching of Other Faiths in St Mary's C.P. School

At St Mary's we believe that children must learn about religions other than their own. As a Catholic school we are committed to respecting other faiths. By teaching our children about other faiths it helps teach about "prejudice, so often based on stereotypes and ignorance, but also an evident reverence for the beliefs and practices

of that faith. Through our study of other faiths, it is hoped we will gather understanding and enlightenment for our spiritual journey."

In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils engage in a discrete study of other faiths, religions, and worldviews, modelled on the concentric circles of Ecclesiam Suam. As pupils progress through school, they will study:

·Other Christian denominations
· Judaism
· Islam
· Dharmic religions and pathways
· Other religions and worldviews, including non-religious worldviews.

Equal Opportunities

All children are afforded the same opportunities in their Religious Education. Non-Catholic children have access to the religious teaching of the school but only catholic children take part in the actual receiving of the Sacraments. As far as possible, the non-Catholic children take part in all aspects of the religious life of the school.

In order to ensure access to all children regardless of ability, gender and culture, activities and expectations are adapted to meet the particular needs of individuals or children and teacher planning will include different levels for a specific topic where appropriate.

Assessment, Monitoring, Recording and Reporting

To ensure the children can be assessed accurately teachers ensure that the expectations of the Assessment Standards are integrated into the whole planning process. This will inform the teaching and ensure that expected standards are aspired to. The critical question to address at the planning stage is 'what must I do, in this theme, to enable children to achieve the standard I know they can achieve?'

Teachers are given the opportunity to share and evaluate pupils work with local schools and schools across the diocese. This supports a consistent approach across schools and enables good practice to be shared.

- Assessment of standards is carried out according to Diocesan guidelines using the Age-Related Expectations for each class.
- Each child is tracked in using Insight, which has all the objectives that need to be covered.
- Children are tracked on brick wall trackers accessed from Insight through the year to check that progress is being made.

- Data is analysed half termly and intervention is put in place as necessary.
- Baseline assessment is collated throughout the Foundation Stage. This is analysed and fed into the Key Stage one phase to ensure smooth transition.
- An in - house standardisation meeting is held every term.
- Staff attend cluster meetings where work is moderated to ensure that the standards are accurate across the school.
- The R.E. Co-ordinator attends a yearly moderation exercise with the whole of the diocese. At this meeting standards are ensured through school-to school moderation and then verified by a member of the Diocese.
- Monitoring of teaching and learning will take place twice yearly or at the discretion of the Headteacher and R.E. Co-ordinator.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Management of the subject.

Mrs Caley Miller, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy review.

This policy will be monitored, evaluated and reviewed by Mrs Carley Miller and the Governors of the school and updated every year.

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring 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 of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.