



St Mary's R.C. Primary School

R.E. Policy

September 2025

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

Overview

At St. Mary's R.C. Primary School we believe our principle task is to help our children know, understand and appreciate our Catholic faith in the Spirit of our school's Mission Statement. We aim to help every child to come to know the person of Jesus Christ and follow in his footsteps and be able to value and take their place in society in the light of this understanding.

Rationale of Religious Education in St. Mary's School:

- Religious Education is central to the educative mission of the Church. *'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and 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 are aware of the demands of religious commitment in everyday life.³

The Aims of Religious Education

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9 ³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.⁴

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study:

The Catholic Religious Education Directory (RED), often referred to as the new RED scheme or *To Know You More Clearly*, is a mandatory curriculum framework for Catholic schools in England and Wales, with full implementation required by 2026. It focuses on a "Hear, Believe, Celebrate, Live" approach, aiming to deepen faith through scripture, tradition, and modern application.

Key features of the RED (2023) curriculum include:

- **Core Subject:** Treated as a core subject (10% of curriculum time), emphasizing systematic, progressive learning.
- **Structure:** It introduces new units of work, shared themes across year groups, and a focus on "ways of knowing" (understand, discern, respond).
- **Knowledge Lenses:** Content is delivered through four lenses: **Hear** (Scripture), **Believe** (Creed/Theology), **Celebrate** (Liturgy), and **Live** (Moral and social action).
- **Implementation:** Moving away from older schemes, it emphasizes a "spiral curriculum" where topics are revisited with increasing depth

To Know You More Clearly is designed to replace previous frameworks like *Come and See* with a more modern, flexible approach to religious education, ensuring alignment with current Church teaching

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 where possible.

The programme is taught through the following 'Branches':

Branch 1 Creation & Covenant

Branch 2 Prophecy & Promise

Branch 3 Galilee to Jerusalem

Branch 4 Desert to Garden

Branch 5 To the ends of the earth

Branch 6 Dialogue & encounter

See grid in the Appendix for the curriculum overview

Methodology:

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils. We ensure our curriculum in RE is fully inclusive for every pupil despite their faith and beliefs and learning abilities etc.

We enhance the teaching of the Lighting the Path scheme by further developing and adding to each of the units. We encourage a creative approach in R.E. which is based on age-related expectations and children's levels of understanding.

We also teach and follow the Liturgical Year of the Church. We focus on:

- The different Seasons in the Church year
- Topical/current and relevant issues
- The colours of vestments associated with each season
- Special months devoted to a particular theme eg. October-Month of The Holy Rosary, November – Month of the Holy Souls and Remembrance
- Special Feast Days, including Holy Days of Obligation
- Special times of the year such as Advent and Lent

We have also selected a number of Saints/significant figures in the life of the church, which we feel the children should be familiar with.

Cross curricular links:

English - writing skills and Genres taught in literacy to be applied in RE lessons.

Drama - use of drama across RE lessons.

Art - art is used to stimulate creativity and discussion

ICT - use of ICT skills in RE lessons.

Science - natural links with elements of RSHE

Geography - stewardship of God's wonderful world

RSHE and PSHE – natural links through Ten Ten scheme – all elements are taught within the Catholic teachings. RSHE is taught distinctively throughout the year following the Ten Ten scheme, endorsed by Salford Diocese. See separate RSHE policy.

British Values and PSHE:

At St. Mary's, we actively promote the British Values but also how they naturally link with our Gospel values. Our children understand that if we love each other as God loves us, then all aspects of our behaviour should be rooted in kindness and respect. We teach elements of PSHE such as citizenship and economic education within the context of our mission statement that we love God but we equally love each other and treat others as we want to be treated.

This naturally promotes tolerance and understanding and compassion for others and God's world.

Catholic Social teaching:

At St. Mary's, 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 throughout the year, ensuring that our commitment to the service of our community is progressive and that children are encouraged to put their 'faith into action'.

Marking and feedback:

When marking RE work, teachers have the same high expectations as they do in the core subjects. They expect the children's work to have the same standard of handwriting, spellings and punctuation etc and will pick up on this. However, they also encourage children to improve, based on the RE learning intentions, and encourage the children to

think more deeply eg 'Tell me more about...' or 'How do you think they might have felt and why?'

Feedback wherever possible is done verbally and straight away within the session to pick up on misconceptions and push children to clarify and think more deeply.

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

GIFT Team/Pupil Chaplaincy:

As a Catholic school, our mission is to not only teach the faith but encourage children to choose to follow the Gospel values voluntarily. We encourage our pupils to be active citizens and take leadership roles across school including our elected Head Boy/Girl and Deputies, our elected School Council and Eco Leaders and Prefects, as well as EYFS Pupil Helpers from Year 6. However, our GIFT Team take a very active role in promoting the faith across school. These pupils in Year 5 have to formally apply for the post and attend an interview held by the Headteacher and Governors. They are highly visible Pupil Leaders through 2 main ways: developing the prayer life for our children by leading creative voluntary prayer sessions at lunchtimes and secondly by putting Social Action into practice such as leading a range of charity events.

Other Religions:

Other faiths are taught from EYFS to Year 6 following the 'Lighting the Path' scheme. We also learn about celebrations in other faiths as they occur throughout the year. We ensure that all children encompass a mutual respect for the Catholic faith and other faiths whilst respecting similarities and differences

Assessment, Monitoring, Recording and Reporting:

- Teachers continually make informal judgements as they observe during lessons in RE. This informs the teachers future planning.
- Work is marked live as much as possible and feedback given for next steps
- Assessment of standards is carried out using the tasks within Lighting the Path and teacher judgment (along with moderation with other teachers and the RE Lead).
- Please note this is an interim period and we await further updates and advice re summative assessments.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in-house moderation of pupils' books is held twice a year (Autumn and early

- summer term to link with summative assessments)
- Monitoring of teaching and learning: as with the other core subjects, a timetable is in place each year to monitor quality of lessons, and learning walks/book looks
 - Progress and achievement is recorded and tracked through twice yearly completion of class assessment grids which are discussed/moderated within pupil progress meetings and agreed data shared with Governors
 - Progress and achievement in Religious Education is reported to Governors in each Headteacher report
 - 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:

Carmel Ruane the RE Lead and Headteacher, has overall responsibility for leading and managing the RE curriculum and staff development, but is supported by SLT (DHT and AHT) who support staff in the delivery of the Religious Education curriculum. (*see appendix 1 for The job description of the Co-ordinator*)

Outcomes:

In line with our school vision, we aim to provide an outstanding Catholic Education whilst passing on and celebrating the Catholic faith. As a Catholic school, we see every child as a gift from God and so we aim to develop and celebrate the 'whole child' so every child is nurtured, successful and well prepared to become Catholic adults of the future.

Links with other policies

Prayer and Liturgy policy
SMSC policy
Single Equality Policy
British values policy
Anti-Bullying Policy

Policy Review:

This policy will be monitored, evaluated and reviewed by SLT and Governors and updated every two years, or sooner is needed.

Last reviewed: Rewritten in line with the new RED in Sep 2025

Signed: *Tony Cragg*

Chair of Governors

Appendix 1

The Role of the RE Lead – in our school, this role is supported by the DHT and AHT

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from *at least* Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books twice termly
- To attend Diocesan moderation meetings with the required pupil books.
 - In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- Working with the Headteacher and colleagues, to undertake a regular audit / review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the SLT to complete the DSEF document.
- □ To keep up to date with changes to the Religious Education Curriculum Directo

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Branch 1 Creation & Covenant	Branch 2 Prophecy & Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the ends of the earth	Branch 6 Dialogue & encounter
	<p>'The heavens are telling the glory of God' (Ps 19:1).</p> <p>In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.</p>	<p>'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).</p> <p>The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.</p>	<p>'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).</p> <p>In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.</p>	<p>'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).</p> <p>In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.</p>	<p>'Go, therefore and make disciples of all nations, of the Father and of the Son and of the Holy Spirit' (Mt 28:19).</p> <p>In this branch, pupils will study the events that flowed from the resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.</p>	<p>'For "In him we live and move and have our being"' (Acts 17:28).</p> <p>In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.</p>