



Primary Religious Education Policy.

Effective from September 2026.



Mission Statement

"We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ."

Love Jesus, Love Learning, Love Life

Purpose of and rationale for Religious Education: fully religious and genuinely educational

Religious Education

The Catholic school is a community of faith in God the Father, God the Son and God the Holy Spirit, and Religious Education is where that faith seeks understanding. The primary aim of Religious Education in a Catholic school is to engage in a comprehensive and 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.

The curriculum subject of Religious Education presents the same demand for rigour and for being systematic as any other subject. While for some Religious Education may well deepen and enhance personal faith, and others may discover answers to the deepest questions of life, nevertheless, the primary criteria by which it is judged are educational.

Dialogue and encounter

The Religious Education classroom must be a place of respectful dialogue. Religious Education has an important part to play in this dialogue, by presenting a curriculum that includes a study of other religious traditions and worldviews. There are good reasons why a Catholic Religious Education curriculum must include the study of other religions and worldviews. The first reason is because the Church itself teaches that by virtue of their baptism, Catholics are called to engage in dialogue with others. The Church teaches that a shared commitment to the promotion of peaceful societies requires educational institutions to allow various cultural expressions to coexist and, in that context, to promote respectful dialogue. In Catholic schools, where the presence of partners in dialogue occurs naturally due to their diverse nature, Religious Education becomes ideally placed to facilitate this dialogue. The dialogical attitude is nurtured by the Catholic school through its provision of a pluralistic Religious Education curriculum and its modelling of respectful dialogue in classroom practice. The second reason is that it prepares Catholic pupils for the world they will encounter outside of the Catholic atmospheres of the home, parish, and school. In addition, the provision of a pluralistic curriculum that opens for pupils the opportunity to engage in meaningful interreligious and intercultural dialogue gives a rationale for the subject that explains its relevance to all pupils, not just to those who are Catholic. (RED, 2023)

The primacy of Religious Education in the school curriculum

1. Religious Education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
 2. Religious Education is an academic discipline with the same systematic demands and rigour as other disciplines. It must be organised, led, coordinated, taught, resourced and quality assured as a core subject.
 3. Religious Education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by Religious Education and have a strong relationship with it.
 4. In primary schools there is to be a Religious Education Lead who is to have at least parity in status and remuneration with those of any other curriculum area.
- (RED, 2023)

Outcome of Religious Education

The outcome of excellent Religious Education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life. (RED, 2023)

Compliance with the Religious Education Directory (2023) and Catholic School Inspection

1. Catholic schools are required to comply with the Religious Education Directory Primary schools should ensure full curriculum compliance by September 2026.
2. Catholic primary schools in the Diocese of Salford are recommended to teach Religious Education using Lighting the Path scheme as the principal resource from September 2026 in EYFS, Key Stage 1 and Key Stage 2.
3. In each year of compulsory schooling, Religious Education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

The importance of the Religious Educator

In our Catholic context, it remains desirable, as far as possible, that teachers of Religious Education should be committed Catholics. Where Religious Education is taught by a person who bears witness to their belief, they can bring the lived dimension of a life in Christ into their classroom community. However, we are full of gratitude for the commitment of every teacher whether Catholic or not who is part of the noble endeavour to teach Religious Education in a spirit of dialogue to the next

generation. Every teacher of Religious Education requires a genuine expertise in the subject. Therefore, developing the skill set of all teachers must form a critical part of professional development to facilitate appropriate levels of theological literacy. Religious Education teachers also need to become guardians of dialogue. As well as being competent in subject knowledge, they must be agile conductors of classroom debate, resilient custodians of religious wisdom, and sensitive mentors to enquiring pupils and students. (RED, 2023)

Curriculum provision: EYFS-KS2

To fulfil the aims of Religious Education and to ensure compliance with the norms set out in the Religious Education Directory (RED, 2023) our curriculum provision for Religious Education follows the model curriculum from the RED and is structured in the following way:

Curriculum branches

The curriculum is structured in six curriculum branches – a branch each half term. The branches are rooted in the story of salvation history and lead pupils/students on a journey each year that gives sequence and progression to their 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, as well as other Christian denominations and other religious traditions. The six curriculum branches are:

1. Creation and Covenant,
2. Prophecy and Promise,
3. Galilee to Jerusalem,
4. Desert to Garden,
5. To the ends of the Earth,
6. Dialogue and Encounter.

Knowledge lenses

The first five curriculum branches are divided into four sub-sections called knowledge lenses that set out the object of study for pupils/students. These four sections are:

1. **Hear:** focuses on the Word of God which we hear: the Word made flesh, Jesus Christ, a person in whom God is fully revealed, whom we know by faith and who is revealed to us through the Sacred Scriptures and the living tradition of the Church.
2. **Believe:** focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches. In this lens we look at those doctrines that constitute the Catholic faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary, and salvation and eternal life.

3. **Celebrate:** deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation. In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacramentals.
4. **Live:** focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin; Catholic Social Teaching; and the relationship between faith and life as expressed in art, in culture, and in the lives of those who are exemplars of Christian living: the saints.

Two other knowledge lenses constitute the sixth and final curriculum branch: Dialogue and Encounter.

5. **Dialogue:** is an exemplification of the Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions, and between Catholicism and non-religious or atheistic worldviews. It is called 'dialogue' because it focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world.

6. **Encounter:** pupils are expected to engage in a discrete study of other faiths, religions, and worldviews. As they progress, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways

The study of other religions is a study of how those who profess that religion or worldview understand it on their own terms.

Ways of knowing

There are three ways of knowing: ***Understand, Discern and Respond***, that set out the skills that pupils should develop as they progress through the Religious Education curriculum. They are called ways of knowing since they describe the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one's own life. Each age phase has its own exemplification of the ways of knowing.

Expected outcomes

The 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 has a set of outcomes that 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 knowledge within each lens (In EYFS there are no prescribed outcomes).

Curriculum Provision

The Religious Education curriculum for EYFS through to Key Stage 2 is taught through The Oxford University Press scheme – Lighting the Path which is approved by the Diocese of Salford. The programme follows the model curriculum from the Religious Education Directory.

Organisation of Religious Education in Mixed-Aged Classes

Religious Education is planned and delivered to ensure that all pupils receive their full entitlement, regardless of whether they are taught in single-age or mixed-age classes.

Curriculum Structure

Currently, we follow a two-year rolling programme to ensure full coverage of the RE curriculum for mixed-age classes. This guarantees that:

- All pupils access the correct age-related standards
- No pupil repeats units
- Progression is maintained across the phases

Units are mapped across Year A and Year B to ensure coherence.

Teaching of other religious traditions and worldviews

Add your overview of other religious traditions and worldviews provision in addition to Branch 6 if applicable.

Inclusion and Equality

Religious Education at our school is rooted in the belief that every child is created in the image and likeness of God and therefore has inherent dignity and value. We are committed to meeting the needs of all pupils, including those with Special Educational Needs and/or Disabilities (SEND), in line with the CES *Religious Education Directory (RED) Guidance for SEND*. Teaching is adapted through high-quality, inclusive classroom practice, including the use of the EEF '5-a-day' strategies: explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies, and the use of technology where appropriate. Staff implement Ordinarily Available Inclusive Practice (OAIP) to ensure that all learners can access the RE curriculum, supported through adaptive teaching, adult support, and carefully scaffolded tasks. Learning resources are selected to reflect the diversity of our school community and wider society, avoiding stereotypes and promoting respect for all. Through this approach, we ensure that all pupils are fully included, enabled to achieve their potential, and supported in their spiritual and academic development. Further detail is available in the school's SEND Policy.

Assessing and Recording Achievement

As a Catholic school our main concern is with the development of:

- the whole person

- the formation of character
- the ability to take their place in society
- the fulfilment of academic potential

In this broad context, we use assessment against the expected end phase outcomes stated in the RED. In EYFS through to Key Stage 2 the assessments offered through each of the branches in Lighting the Path forms the assessment practice.

How progress and achievement are tracked

Staff make ongoing formative assessments through questioning, discussion, marking, feedback in books, and observations. This continuous assessment informs a summative judgement for each unit (branch).

Following this, staff complete an assessment tracker to record whether a pupil is:

- **WTS** (Working Towards Standard)
- **EXS** (Expected Standard)
- **GDS** (Greater Depth Standard)

From September 2026, these judgements will be formally recorded on INSIGHT.

Monitoring of the subject

The subject is monitored by the RE Leader and Senior Leadership Team (SLT) through a structured programme of evaluation.

Termly monitoring of pupils' work is carried out by the RE Leader and/or members of the SLT, often involving the RE Governor. In addition:

- Each Key Stage undertakes a shared book scrutiny to support moderation and the sharing of effective practice.
- RE lessons are observed through learning walks twice yearly (Autumn and Summer terms) by the RE Leader, Headteacher and/or RE Governor.

This monitoring ensures consistency, accuracy of assessment, and continuous improvement in teaching and learning.

Reporting to Governors

The Headteacher reports termly to the Governing Board on progress and developments in Religious Education.

Attainment in RE is reported to Governors through the RE Leader's Autumn Report, providing an overview of outcomes, strengths, and areas for development.

Reporting to parents and carers

Parents and carers receive feedback on their child's progress in RE through:

- **Spring Term parent meetings**, where progress is discussed directly with class teachers
- **End-of-year written reports**, which provide a summary of attainment and progress in Religious Education

Roles and responsibilities

Governors

- To draw up the Religious Education policy, in consultation with relevant staff
- To ensure the policy provides adequate coverage of the RED (2023)
- To ensure the policy is available to parents
- To ensure the policy is in accordance with other whole school policies, e.g. Catholic ethos / spiritual and moral policy, SEND policy and in accordance with Equalities Act 2010.
- To ensure parents know of their right to withdraw their children
- To establish a link governor or a group of governors to share in the monitoring and evaluation of Religious Education.

Headteacher

The headteacher has overall responsibility for the implementation of this policy but can delegate the operational responsibility to a subject lead for Religious Education. The headteacher has overall responsibility for liaison with the governing board, the Diocese of Salford.

Religious Education Subject Lead

In line with diocesan protocol 14.6, in primary schools the Religious Education Leader should be a member of the Senior Leadership Team where they are not the Headteacher, ensuring that Religious Education has a strong and influential voice in whole-school improvement. The RE Leader provides strategic leadership for the subject, ensuring that the curriculum is faithfully delivered in line with the Religious Education Directory (RED) and diocesan expectations. They are responsible for leading on the monitoring and evaluation of teaching and learning, including analysis of assessment data, scrutiny of pupils' work, and lesson observations, in order to secure high standards and continuous improvement. The RE Leader supports and develops staff through coaching, professional development, and the sharing of effective practice, ensuring that all teaching reflects high expectations and inclusive approaches. They also oversee the quality of resources, promote the Catholic life and mission of the school, and report regularly to senior leaders and governors on standards and developments in Religious Education.

Parents and carers

Catholic schools exist to assist parents, who are the primary educators of their children, in the education and religious formation of their children (*Christ at the Centre*, A1.2). It is therefore essential that a strong partnership and ongoing dialogue exists between home and school to support pupils' religious formation and growth in religious literacy. The school actively engages and supports parents through regular communication about the Religious Education curriculum, including information shared in school newsletters and dedicated publications such as *Together in Faith*. Weekly Monday Mission materials, based on the Sunday Gospel reading, are shared with families to promote prayer and reflection at home. Further support is provided through a video presentation from the Religious Education Leader on the school

website, outlining how RE is taught and assessed. Parents are kept informed of their child's progress through parent consultation meetings and end-of-year reports, where attainment data is clearly explained. Curriculum resources and supporting materials are accessible via the school website and Google Classroom to enable parents to engage with learning at home. In addition, the school offers opportunities for parental consultation on key programmes, such as the *Life to the Full* Relationships, Sex and Health Education (RSHE) scheme, ensuring transparency and collaboration. Through these approaches, the school fosters a shared commitment with parents to the spiritual and academic development of every child.

Right to Withdraw

Parents and carers have the right to withdraw their children from all or part of Religious Education. The law provides parents with a conscience clause; this should not be understood as a general opt out of Religious Education. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher in writing following the school's policy. However, before granting such a request it is good practice for the headteacher to discuss this request with parents and if appropriate with the child to ensure that their wishes are understood and to clarify the nature and purpose of Religious Education. The school must ensure a record is kept of requests to withdraw from Religious Education.

Relationship to other policies and curriculum subjects

This policy supports and complements the following policies:

Teaching and learning

Marking and Feedback

Presentation Policy

RSHE Policy

Prayer and Liturgy Policy

Special Educational Need Policy

Behaviour Support Policy

Consultation process

This policy was drawn up by governors in consultation with staff of 23.06.26 and will be reviewed on an annual basis.

Appendix 1

The Role of the RE Lead

- 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 to support staff and should include classroom observation, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources 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.