



St. Patrick's Catholic Primary School

Religious Education Policy

*'Belonging, caring and sharing,*

*safe in the arms of God's love.'*

Written by	Updated
Senior leadership team and Curriculum leader for RE	September 2025



## **Intent**

As a Catholic Academy, Religious Education and faith formation are at the heart of our school curriculum.

At St. Patrick's School, developing the Catholicism and spirituality of our pupils is central to all we do and Religious Education is a vital part of this journey. We are members of the Body of Christ and members of a Christian Community and recognise that we are all at different stages of our faith journey. Therefore, through our Religious Education program and the way we use Christ's teaching within every aspect of our school and lives, we can develop a deep understanding of our faith which will help us to love and serve God in our daily lives, both now and in the future.

Our aims for Religious Education will be to enrich the lives of the children in the;

- Love of God for everyone and everything He has created.
- Understanding of the Good News of the Lord, to enable them to respond to His love.
- Teaching of the Catholic faith and how their lives should be shaped by their beliefs and values.
- Growth of faith by relating the Gospels to their lives and levels of understanding.
- Development of worship and prayer, allowing children to take a leading role.
- Awareness and respect of other Christian faiths, world faiths and cultures.
- Standards to be high and children to be challenged in their understanding so that they can deepen this.

We feel that the best way to achieve these aims is a three way process involving the Home, School and Parish. We endeavour to make these links wherever possible, acknowledging that the foundation of Religious Education is presented to children from a very wide range of backgrounds and commitment to the faith.

Based upon the varied backgrounds and experience of Church and Religious Education, we tailor our programme to meet the needs of all pupils.

Whilst we are first and foremost a Catholic School with a strong mission, we do support other religious backgrounds within our school, focussing on the similarities within the beliefs and celebrating the differences.

## **Implementation**



St Patrick's Catholic Primary School complies with the Religious Education Directory (2023). The RED 2023 provides a model curriculum which this school follows in all year groups from Nursery to Year 6.

The model curriculum has six components known as branches which map helpfully onto the six half-terms of the school year. Five of these have a core theme which invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith. The Encounter & Dialogue branch involves the study of other religions, encountering other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

#### **How We Teach Religious Education at St Patrick's Primary School**

As a Catholic School, we devote 10% of curriculum time to the teaching of Religious Education in line with the expectations set forth in the Religious Education Directory (RED 2023); this is separate from times of prayer and collective worship, such as assemblies, liturgies and class prayer which happen in addition to the taught curriculum. This means 2.5 hours a week of taught RE for pupils in Reception to Year 6 and 1.5 hours for our Nursery children. This may take place in the form of one 1-hour lesson and one 1.5-hour lesson or in a different format if more suitable to lesson content. It is non-negotiable that at least one RE lesson a week is taught in the morning so that this lesson benefits from further support from a teaching assistant during RE lessons

RE lessons are taught to enable pupils to access a step-by-step study of the mystery of Christ, the teaching of the Church and its application in daily life. Lessons may be taught using a range of techniques and may offer opportunities for writing, reflection, discussion, debate or creativity.

At St Patrick's we recognise that 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. Therefore, it is also expected that lessons offer scaffolding or adaptation to support pupils whom are of another faith or no faith so all pupils may engage in the curriculum. The scaffolding or adaptation offered may include the use of adults, resources, support or task type.

Following the requirements from the Religious Education Directory (RED 2023), children in EYFS receive a Religious Education that constitutes 10% of the taught week from the beginning of compulsory schooling. In addition to this, further opportunities for learning in Religious Education take place in a variety of ways including planned activities in Child Initiated Learning,

Though we do not set weekly RE homework, parents are provided with a half termly newsletter which offers ideas on scripture and resources which may support their child's learning and understanding.

#### **Other world faiths**

Throughout the year other world faiths are taught as per the below table



Each class will have the focus below within each other world faith

EYFS	Special days/ritual objects
Year 1	Stories
Year 2	Prayer/home
Year 3	Place for worship
Year 4	Holy Books
Year 5	Beliefs and festivals
Year 6	Belonging and values

	Branch 1 – Creation and Covenant	Dialogue and Encounter other world faith Judaism	Dialogue and Encounter other world faith Sikhism	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the ends of earth	Dialogue and Encounter other world faith Hinduism	Branch 6 – Dialogue and Encounter other world faith Other Christian faiths	Dialogue and Encounter other world faith Islam
<b>Dates 2025/2026</b>	3rd September to 10th October	13th October to 17th October	3rd November to 7th November	10th November to 19th December	5th January to 13th February	23rd February to 27th March	13th April to 22nd May	1st June to 5th June	8th June to 10th July	13th July to 24th July

## Books

- The template front cover should be a printed version of the template from the shared drive stuck neatly on the cover of the purple book.



- First page – Printed version of the mission statement as per below as a slip stuck neatly at the top of the page. Following the assembly at the start of the year the first session should be to explain how we live out our mission statement.  
Take each of the three words and bullet point how it can be lived out  
Y2 onwards – individually in books  
Y1 – whole class piece of work and stuck in  
EYFS – whole class understanding of the words

#### Presentation and Handwriting

- Handwriting should consistently follow the handwriting policy
- EYFS, Y1 and Y2 until the Pentecost term – Printed Date and Objectives as per the – Comic Sans size 11 Underlined – Date and objective as below  
Thursday 4<sup>th</sup> September 2025  
To know we are all God's Children
- Y3 upwards should write the learning intention and date. In the same format. Date on the top line underlined then Learning intention underneath underlined.
- If sheets are used they should be stuck in straight. There should be no doodling or ripped pages and no use of felt tips in books.

If a mistake is made one line should be put through the mistake.

- Each topic should start with a Pre learning sheet which includes the big question
- Each topic should have a knowledge organiser which includes subject specific vocabulary and core knowledge for that topic.
- Each topic should have around 8 recorded pieces of work per unit. The work set should be varied and interesting; scripture detectives, art detectives extended pieces of writing, comparison focus, music and singing links, etc.
- Each topic should end with an assessment. This should give the children the opportunity to respond to their learning using the head, heart and cloud in the new format. Please make sure these as printed as per the size of the example.
- A Celebration of the Word focusing on the learning from the topic should be completed at the end of the topic. Celebration of the Word for each topic should be evidenced in books with a planning sheet. Evidence could also include photos of the children completing it or evaluation sheets from the children who weren't involved with the Celebration of the Word.
- Where photo collages are used to evidence more practical lessons, children need to comment on the photo saying what they have learnt during the lessons. Where classes are completing scripture detectives, the expectation is still that lines are drawn with a ruler and writing is still on the line.
- After the celebration of the word should be the assessment sheet with next steps.

#### Task / RE Lesson Structure



- Each lesson should begin with whole class feedback, including any misconceptions from the previous lesson. This should be evident with green pen in books some of the time and any 'to dos' completed.
- Each lesson should then have a time of reflective prayer. This could be linked to the topic, CST principle, Virtue to live by or the liturgical time of year.
- Each lesson will then have a retrieval task so that children can evidence their prior knowledge and this can be built on. This might be quiz questions from the knowledge organiser, a match up activity, a picture and write a description etc.
- The teacher will then introduce the LO and the key vocabulary for that lesson-
- The task must match the LO and must be able to evidence that the knowledge has been taught.
- Children who are working below the level of their peers should be scaffolded with their learning. This might be through an adapted task or by using additional aids (see SEND support sheet). Teachers to include the 'scaffolding' and 'challenge' adapted tasks on their planning.
- Higher challenge should be evident in books for those expected to get GD in RE. These might be thought provoking questions, deepening knowledge through explanations or adding varied links, reasons, wider links to sources and Catholic Life, independently.
- Stem sentences will support pupils to include the depth of knowledge they need to include. Stem sentences should be available for all pupils to access in every lesson.

#### Feedback

- Feedback follows our Feedback Policy with extending questions and deepening of understanding where teachers have provided written feedback.
- Key religious spellings, suitable for the year group, that are incorrectly spelt should be identified and corrected.
- Whole Class Feedback Sheets – as per the marking and feedback policy should be completed for every lesson or sequence of lessons a week.
- Spellings and written feedback should be responded to with green pen at the start of the next lesson.
- There also should be some evidence of pupils identifying their own next steps in KS2.
- There should be evidence of self-assessment throughout the topics

#### Assessment

- When completing RED units, each topic will end with an assessed piece to showcase the knowledge learnt. The assessment should then be completed
- Progress should be tracked and input on Arbor termly
- Pupils who are not making similar progress to their peers should be specifically targeted to ensure progress gaps do not grow.

#### Displays

#### Classroom Environment



- RE displays need updating every half term and ready for the start of the new topic.
- Knowledge organisers and key vocabulary need to be displayed.
- RE work should be displayed
- RED lenses should be on display
- Focus scripture for the topic should be on the display
- Displays should include any scripture linked art work
- Prayer area should be neat and tidy and reflect the liturgical colours for the day/ time of year and include the relevant items including a working candle, the Bible, a cross or crucifix. Flowers can be included but not during Lent.
- School Mission statement should be displayed
- Focus scripture for the year should be on all classroom doors in addition to the chosen scriptures from staff in the classroom
- RE areas should be used as teaching prompts
- Daily prayers should be displayed
- Spirituality should be present on all displays through a quote possibly linked to the subject area
- Display should have wonder opportunities and include the topic 'big question'.
- During the Jubilee year 'Pilgrims of Hope', additional resources should be out that link to Hope, Prayer and encouraging Jesus through prayer.

### **Other aspects of Religious Education during the year**

At St. Patrick's School, we do take into account the different seasons celebrated in the Church's Liturgical Year. This partly takes place in lessons, but it also focussed on in our liturgies, collective worship, assemblies and other activities during the year.

Areas covered in the academic year:

- Harvest Celebration
- Advent preparation for Christmas
- Lenten preparation for Easter (including a Lenten service which the parents and parishioners are invited to attend)
- Important feast day celebrations, including that of our school Patron Saint, Saint Patrick, and our CMAT Patron Saint, Our Lady of Lourdes

### **Home- School-Parish links.**

We warmly welcome opportunities for parents to be involved with the Religious Education we provide for the children, and for us to assist parents in the difficult responsibility they have in encouragement and guidance, through their example, for their children to nurture and grown on their faith journey.

All parents receive a letter at the start of the term informing them of the topics their child will be learning about in Religious Education. In addition to this, they are also invited to celebrate their child's



learning in R.E. as part of our 'Celebration of Learning' assemblies and at 'Celebration of RE' assemblies.

We also welcome opportunities where we can join with parishioners and other groups and where we can invite them to join us. We work hard to foster such links and organise a number of opportunities throughout the year:

- Masses in school
- Celebration of the word
- Celebration of RE assemblies
- Lent and Advent services
- Parents and Grandparents help in School
- Parents help on educational visits
- Christmas concerts and Nativities
- Sports Days
- Harvest auctions and fundraisers
- Mini Markets and Summer Fair
- Word of the Week events and activities
- Parish Ambassadors

### **Impact**

Our curriculum has ambition for high achievement of all pupils, irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

Progress is measured through the use of post learning challenges at the end of each unit of learning.

Outcomes at the end of both Key Stage One and Two are a useful indicator of pupils' learning and one which supports staff in measuring the impact of the school's curriculum. However, at St. Patrick's School, we continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and the use of internal assessments.

### **SEND Provision**

Religious Education is an integral part of our lives at St. Patrick's School. We are all members of the Body of Christ and members of a Christian Community and recognise that we are all at different stages of our faith journey. Therefore, wherever necessary, we ensure that Religious Education is differentiated or supported, so that all can access the curriculum. Careful consideration is taken to remove any barriers to learning. The Religious content should therefore be at the core of all lessons, ensuring that all children can access the religious content at an appropriate level.





## **Roles and Responsibilities**

The Headteacher and RE Subject Leader share the responsibility for the leadership of the Religious Education curriculum and delegates responsibility to key staff:

The R.E. Subject Leader should:

- Keep informed of religious issues and inform and support colleagues
- Maintain resources - update and order when appropriate
- Ensure delivery of R.E. is taking place in line with the school policy through lesson observations, monitoring planning, monitoring the Catholic life of the school and monitoring children's work.
- Attend termly Diocesan R.E Subject Leader days, as well as other related courses and training
- Lead INSET and staff meetings
- Ensure the Diocesan termly newsletter is sent to parents
- Moderate work within school and with other schools to ensure assessment and levelling is accurate
- Monitor displays in classes and around school
- Support staff in the planning and delivery of the 'Come and See' programme, providing and booking relevant and regular CPD to enrich and consolidate this.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. Where possible, and supported by the R.E. Subject Leader, they plan collaboratively, to ensure parity across the year group.

The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** September 2025

**Review Date:** September 2026

