



St. Hubert's Roman Catholic Primary School

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A Policy for Religious Education



*Created by: C.Barnacle
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Policy for Religious Education

Mission Statement

*Believe to Achieve
Love God, Love Learning, Love one Another.*

Rationale of Religious Education.

- *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

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*

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.*
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.*
- *To develop the ability 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.*

Curriculum time allocation:

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

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

Process:

Programme of Study

At St. Hubert's, our Religious Education curriculum is designed to fulfil the aims and areas of study outlined in the Religious Education Curriculum Directory. We currently deliver RE through two frameworks, reflecting our transitional phase towards full implementation of the new statutory curriculum by September 2026.

Current Framework: Come and See (Key Stage 2)

In Key Stage 2, we continue to use the Come and See programme, as recommended by the Diocese of Salford. This programme addresses the four key areas of study from the 2012 Religious Education Curriculum Directory: Revelation, Church, Celebration, and Life in Christ.

Due to our mixed-age class structure, we follow a two-year rolling programme to ensure coverage and progression. The Come and See process is structured around three key stages:

- Explore – engaging with the human search for meaning.*
- Reveal – encountering God's self-revelation through Scripture and Tradition.*
- Respond – reflecting on and responding to the message in faith and life.*

This approach is rooted in the Catechism of the Catholic Church and supports children in making the Christian message intelligible through their lived experiences.

New Framework: To Know You More Clearly (Key Stage 1)

In Key Stage 1, we have begun implementing the new Religious Education Curriculum Directory, To Know You More Clearly, ahead of its statutory introduction in September 2026. The preferred scheme recommended by the Diocese of Salford is Lighting the Path, delivered via Oxford Owl.

This framework introduces a new structure for learning through knowledge lenses, which organise content into systematic sub-sections:

- For the study of Catholicism: Hear, Believe, Celebrate, Live*
- For the study of other religions and worldviews: Dialogue, Encounter*

Children's learning is sequenced through six curriculum branches, each corresponding to a half-term:

- 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*

The sixth branch, Dialogue and Encounter, focuses specifically on the study of other faiths, including Islam, Judaism and Dharmic traditions such as Hinduism, Buddhism, and Sikhism. This supports children in developing respect, understanding, and appreciation for religious diversity.

Across all branches, the sacramental life of the Church is taught both within and across the curriculum. Children encounter Scripture and explore its meaning in the context of Catholic belief and practice, deepening their understanding of the sacraments and their role in the life of faith.

Methodology RE is taught in every class with consideration of the needs and abilities of each child. The age, stage of development and the child's own faith journey are considered. A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Teachers create a climate that stimulates thinking and celebrates achievement by, for example:

- Posing open-ended questions that challenge pupils.
- Responding to pupils' answers in a way that extends thinking.
- Providing opportunities for independent and collaborative working.
- Providing a wide range of resources to support and enrich learning.
- Deploying Teaching Assistants to support and enhance learning.
- Giving pupils opportunities to demonstrate their learning in a variety of ways.
- Continuing to be learners themselves.

Inclusion and Equality

All pupils in our school, irrespective of ability, faith and background will have appropriate adaptive access to the Religious Education programme. Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6 7

The governing body have wider responsibilities under the Equalities Act of 2010 and will ensure that our school strives to do the best for all 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.

Right of withdrawal from RE

Parents have the right to withdraw their children from RE. The school will refer to the CES document 'Guidance on the right of withdrawal from religious education and / or collective worship' in the event of such a request being received.

Assessment, Monitoring, Recording and Reporting

Assessment in Religious Education at St. Hubert's is designed to reflect both the current and emerging frameworks in use across the school. It ensures that children's progress in understanding, spiritual development and engagement with the Catholic faith is effectively tracked and supported.

Assessment

- In Key Stage 2, assessment is carried out using the Age-Related Standards in RE (3–19) introduced in Autumn 2018. Teachers assess children against the interim standards for primary education, and learning is tracked for each topic.*
- In Key Stage 1, where the new framework To Know You More Clearly is being implemented, assessment is carried out half-termly for each of the six curriculum branches. Expected outcomes are listed under the headings: Understand, Discern, Respond.*
- Teachers use these statements to inform their judgments during three formal assessment points: End of Autumn, Spring, and Summer terms.*

Recording and Tracking

- Progress and achievement are recorded and tracked using Insight (school's tracking system)*
- Monitoring evidence is maintained by the RE Subject Leader*

Monitoring

Monitoring of teaching and learning is carried out by the RE Subject Leader with evidence gathered through a range of activities including:

- Lesson observations*
- Pupil interviews*
- Learning walks*
- Book looks and work scrutiny*

Reporting

Progress and achievement in RE are reported to Governors termly via governor meetings and formally presented by the RE Lead.

Progress is also reported to parents/carers:

- In writing at the end of the academic year*
- In person during Parent Consultation Evenings*

Curriculum Intent

By following this curriculum content, we aim to provide a comprehensive religious education that aligns with the teachings and values of the Catholic

Church while fostering an inclusive and respectful environment where diverse beliefs are recognized and appreciated. This curriculum enables students to engage actively in faith formation, moral development, and spiritual growth within the Catholic tradition.

Resourcing

Religious Education is central to the identity and mission of St. Hubert's as a Catholic school. This commitment is reflected in the annual budget allocation, which ensures sufficient provision for:

- Staff time dedicated to planning, delivery, and enrichment of RE
- CPD (Continuing Professional Development) opportunities for all staff
- Dedicated teaching and learning resources to support high-quality RE across all key stages

The Catholic character of the school is visibly expressed through religious artefacts, displays, and images throughout the school, creating a space that reflects and reinforces the values.

Training and Formation

All staff at St. Hubert's play a vital role in supporting the religious life of the school. To ensure they are well-prepared and confident in this responsibility:

- New staff receive support during induction and beyond, helping them to understand their role in contributing to Religious Education and the Catholic ethos of the school.
- Individual training needs are identified and addressed through targeted training.
- There is a commitment to whole-staff professional development, ensuring that all staff understand the importance of Religious Education.

Policy Review:

This policy will be monitored, evaluated and reviewed by Mr. Barnacle and updated accordingly.

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 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 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 every term.
- 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 Directory

