



St Mary's Catholic Primary School

Religious Education Policy

St Mary's 'A place of educational excellence with Christ at it's Centre'

Reviewed September 2025

Next Review September 2028

Rationale of Religious Education:

The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. We place RE at the core of our curriculum here at St. Mary's. Everything we do is reflected in our mission statement,

St Mary's 'A place of educational excellence with Christ at it's Centre'

A place of educational excellence with Christ at the centre



place (school)



educational



excellence



Christ



centre

We believe that Religious Education helps pupils to know and experience the meaning of Christ's revelation in his or her own life and within the life of the community, the church.

The Religious Education Directory states: The importance of 'good Catholic schools' has not diminished over time. Whilst their educational and structural forms have had to adapt to political and social changes, the mission of Catholic schools remains unchanged. At the heart of that mission is good religious education. Similarly, while changes in culture and society have presented new challenges for Catholic school leaders and teachers, their role as religious educators remains as vital today as ever to the mission of Catholic schools. In a Catholic school, 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. As well as seeking to assist parents with the

education and religious formation of their children, Catholic schools strive also to be of service to society. Religious education plays its part in this endeavour by enabling all pupils 'to be confident and secure in their religious faith and knowledgeable and respectful of other religions,' and so play 'a crucial role in building a cohesive society' (Christ at the Centre, 2012, p.9).

Aims and Objectives

Curriculum religious education in Catholic schools aims to promote:

- Knowledge and understanding of Catholic faith and life;
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- The skills required to engage in examination of and reflection upon religious belief and practice. The objectives of curriculum religious education in Catholic schools are:
 - To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
 - To develop awareness and appreciation of Catholic belief, understanding of its impact in personal and social behaviour and of the vital relationship between faith and life, life and faith;
 - To encourage study, investigation and reflection by the pupils;
 - To develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
 - To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multi - cultural, multi- faith society.

Religious Education in the Classroom

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

Implicit, or unstructured Religious Education- those opportunities which arise in the course of a school day to lead pupils through curriculum content or through

relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.

Explicit, or Curriculum Religious Education – those timetabled or planned periods of time given to explicit consideration of Religious Education in the classroom. In line with the Bishop's recommendation, it is the policy of this school to give 10% of the timetable to the teaching of R.E in FS, Key Stage 1 and Key Stage 2.

Curriculum time allocation: 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship or the RSHE delivery.

Programme of Study: 'To Know You More Clearly'.

To fulfil our aims and Objectives we use 'To Know You More Clearly' to adhere to the Curriculum Directory, as prescribed by the Diocese. Children in all year groups follow the new scheme 'To Know You More Clearly' (please see Appendix 1). The aim of this programme is to explore the teachings of Jesus through Scripture, allowing children to explore these through different parables, Gospels and stories.

TO KNOW YOU MORE CLEARLY

'To Know you more clearly' is currently being mapped out and will be introduced to Reception in September 2024. The implementation plan is with governors for approval and will be shared soon.

From September 2024, to fulfil our aims and objectives we will use the 'To Know You More Clearly' programme from the new Religious Education Directory prescribed by the Bishop of Northampton. This programme is currently optional but will be compulsory for all year groups from September 2026. The school due to the mixed classes will be delivering the new programme to all year groups from September 2025.

Overview of Content – Concepts Branches and Lenses

The Lenses

Hear

The first knowledge lens is called 'Hear' and discusses the human capacity for God, Divine Revelation, and its transmission, Sacred Scripture, and the human response to God's invitation. It is called 'hear' because it focuses on the Word of God which we hear.



Believe

The second knowledge lens is called 'Believe' and deals with the contents of the Creed. It is called 'believe' because it focuses on the content of the Church's own profession of faith. In this lens we look at those doctrines that constitute our faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary.



Celebrate

The third knowledge lens is called 'Celebrate' and is an exemplification of the Catechism that deals with liturgy and prayer. It is called 'celebrate' because it deals with the liturgy in which the Church celebrates the Paschal mystery of Christ. 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.



Live

The fourth knowledge lens is called 'Live' and is an exemplification of Catholic social teaching and deals with the ways in which the disciples of Christ are called to be in the world. It is called 'live' because it 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.



Dialogue:

The fifth knowledge lens is called 'Dialogue' and is an exemplification of the Church's teaching on the relationship between Catholicism and other Christian traditions along with Catholicism and other religions and worldviews. It is called 'Dialogue' as this is the only authentic way of living faithfully in a world that accepts difference.



Encounter:

The sixth knowledge lens is called 'Encounter' and is when children engage in a discrete study of other faiths, religions and worldviews. It focusses is on the importance of loving out neighbours and respecting other cultures and learning how to live peacefully with difference.



There are six branches in 'To know You More Clearly' – one per half term. The branches are:

Creation and Covenant

Prophecy and Promise

From Galilee to Jerusalem

From Desert to Garden

To the Ends of the Earth

Dialogue and Encounter Each branch follows:

Here

Believe

Celebrate

Live

At the end of each branch and lenses the children will:

Understand

Discern

Respond



We celebrate Other Faiths, with a focus on Judaism each academic year for one week and then explore Hinduism, Islam and Sikhism.

Preparation for Sacraments

The celebration of Sacraments is central to the Catholic faith tradition. Coming to understand Sacraments is not a simple process but a complex interaction of a great variety of experiences and celebrations in which children take part during the years they spend in the Primary school. For many children this will include their first celebrations of Communion and Reconciliation. Knowledge about and understanding of these Sacraments is an integral part of our teachings. The children's learning in school about the sacraments through the taught programme will support catechesis who then provide weekly sessions in school. Work begins in the Foundation Stage and the opportunity for depth and development of this occurs throughout Key Stage 1 and Key Stage 2. This allows parents, teachers, priests and catechists in each local situation, great flexibility in making decisions about when and how children receive these Sacraments.

Although the majority of teaching time is spent on Christianity through the Catholic tradition, there is also a planned programme of study to include the exploration of other faiths. We celebrate Other Faiths, with a focus on Judaism each academic year for one week and then explore Hinduism, Islam and Sikhism.

Each term, information is given to parents via the curriculum information sheet, outlining the content of the term's topics and highlighting any feast days that fall within the term, including Holy Days of Obligation. Parents are also sent a monthly TEN:TEN newsletter, a weekly newsletter from the HT with our value focus and any other RE related updates. Parents can access the TEN:TEN resources via the TEN:TEN parent portal. In line with our whole school policy on assessment, each teacher assesses the children they teach every term. The school has designed its on tracking system using excel.

This assessment is reported to and analysed by the RE Subject Lead. Parents are informed about their child's achievement, effort and progress in Religious Education at Parents' Evening in the Pentecost Term and in their child's End of Year report. At the end of the academic year, information is shared with the child's next Class Teacher.

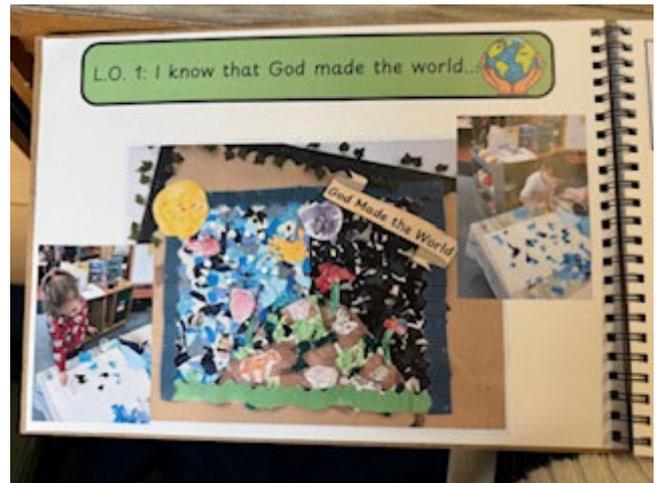
How the children's learning is recorded/demonstrated:

- Floor book in Early Years
- Folders in KS1
- Exercise books in KS2
- Whole school Enrichment mornings
- Mass
- Services

Assessment Grid example:

		Theo	Grayson	Henry	Bodhi	Albert	Evelyn	Norah	Nellie	Shae	Niamh
Understand	U1.1.1. Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE)										
	U1.1.2. Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. (RVE)										
	U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.										
	U1.1.4. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other										
	U1.1.5. Know that Pope Francis wrote a letter, called Laudato Si, about the gift of Creation and the importance of taking care of the world as it is everyones home.										
	U1.1.6. Recognise that prayer is a way of drawing closer to God										
Discern	D1.1.1. Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.										
	Talking about why caring for God's world matters for them and their local community. (RVE)										
Respond	R1.1.1. Reflect on what the words of the Our Father and the opening words of the Creed say to them.										
	R1.1.2. Reflecting on different ways to pray.										
	R1.1.3. Listening to stories from different communities and their experience about how they care for the world (RVE)										
	R1.1.4. Talking about how they can care for God's world (RVE)										
Overall Outcome		90%	10%	0%							

Floor Book/Exercise Book/ Folders Examples:



L.O. 2: I know that God made me...

The first six photos show children in a classroom setting, sitting at tables and working on their projects. They appear to be using clay or similar materials to create small figures.

God Made Me Special
 We looked closely in the mirror and noticed all the things that make us unique - the colour of our eyes, the shape of our noses, and the way we feel inside. We talked about how God made each of us perfect just as we are, and celebrated how wonderfully different we all are!

God made the world!

The photos show children in different parts of the classroom. Some are painting, some are drawing, and some are playing with toys. The activities seem to be related to the theme of 'God made the world!'.

Creating Our Own Worlds
 Inspired by the story of creation, we thought carefully about what we might include if we were creating our own worlds. Some of us added animals, mountains, or even quirky vehicles. The activity sparked wonderful conversations about what makes the world special to us and how we care.

L.O. 4: I know that the shepherds visited Jesus in the stable...

The page features a QR code, a text box, and several photographs. The text discusses the shepherds' journey and the Nativity story.

Role of the Shepherds
 The shepherds were the first to see the baby Jesus. They were the first to recognize him as the Messiah. They were the first to bring him gifts. They were the first to tell the others about the birth of Jesus.

Following the star to Bethlehem
 They saw the star 'lead' the shepherds, which led the story of the shepherds' journey to tell them it was a sign that someone was following the star to the stable.

Heading to the joy of Jesus' birth
 The shepherds were some of the first to hear baby Jesus. Through his play and songs, we discovered how they celebrated his birth and brought the good news to others.

William Schuff

The photos show children in a classroom setting, some are standing and some are sitting, possibly during a performance or a lesson.

L.O. 4: I know that we enter God's family, the church, through Baptism...

The photos show children in a church setting, participating in a baptism ceremony. Some are standing in a line, some are kneeling, and some are being baptized.

Role Playing Baptism
 We watched a video to learn all about the special celebration of Baptism, a time when we welcome someone into God's family. Then, we had so much fun role playing a baptism ceremony! Some of us were priests, some were parents, and others were godparents. We practiced pouring water, saying prayers, and welcoming our 'baby' with lots of love. It was a wonderful way to bring the important lessons to life!

L.O. 1: I know that Hanukkah is a Jewish celebration...

The page features a photograph of a menorah, a QR code, and several photographs. The text discusses the Hanukkah story and the tradition of lighting candles.

Manuka Candles

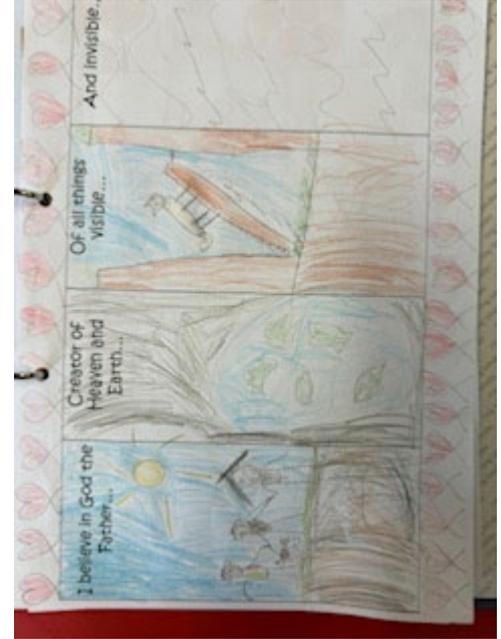
The photos show children in a classroom setting, sitting at tables and working on their projects. They appear to be making small candles or figurines.

Judaism

The illustration shows a menorah with seven lit candles, surrounded by colorful flowers and a Star of David. The background is a soft watercolor wash.



We found lots of different images of Mary around the school.



Policy Monitoring and Review

This policy is monitored by the Head teacher who is also the RE Lead. It is evaluated and reviewed by the whole school staff and governors every three years unless further updates are necessary.

Appendix One
Diocese of Northampton
Religious Education Directory
To Know You More Clearly

The new Religious Education Directory, agreed by the Bishops of England and Wales, was published in 2023 with a view that all schools will have fully implemented the content into their RE teaching by September 2025. For secondary schools this is still the intended implementation date. However, this has been extended for primary settings until September 2026. Below is mapped out the expectation for implementing the directory for schools within Northampton Diocese.

September 2023- 2024

Primary schools have been given access to EYFS resources, produced by Arundel and Brighton Diocese, which they are invited to start trialling as part of a working pilot. Ambitious schools are encouraged to develop this further and begin to trial lessons within other year groups.

Secondary schools should begin to introduce the RED to Year 7.

All schools should create a mapped programme of CPD to support and develop the knowledge and understanding of Leaders, Governors and teaching staff within their schools. Example: introduction of a new “branch” each term which focuses on the theological content, pupil knowledge, skills progression, outcomes and assessment. Schools should also start to formulate their own planning formats which meets the expectations of each individual school.

It is envisaged that schools make links and form hubs with other local Catholic schools (Trust and Maintained schools together) and develop curriculum resources, review practice and moderate outcomes at least 3 times per academic year.

September 2024 - 2025

All primary schools will be teaching “To Know You More Clearly” in EYFS and invited to trial year 1 and year 6 using support materials from other schools or Diocese.

All secondary schools will be teaching “To Know You More Clearly” in Year 7 and Year 8.

September 2025-2026 (St Marys to deliver to all classes)

All primary schools to be teaching “To Know You More Clearly” in EYFS, Year 1 and Year 6 (yr 2-5 are optional)

All secondary schools should be fully compliant in teaching “To Know You More Clearly” in Year 7 – 9

September 2026

All schools compliant in all year groups.

Assessment outcomes will be reviewed as part of the working hubs and will feed into a summative document outlining the Diocesan expectations for assessment to be published September 2026.