



**ST LEWIS' CATHOLIC PRIMARY
SCHOOL**

**Religious Education
Policy and
Handbook
2025 - 2026**



ST LEWIS' CATHOLIC PRIMARY SCHOOL

Introduction and Aims

This policy provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Religious Education. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

Religious Education is the core subject in our Catholic School

Mission Statement

At St. Lewis' the aims of our Mission Statement are that;

- We have high aspirations and provide quality education for all.
- We nurture relationships by treating all with kindness and respect.
- We support the development of Christian values by following the example of Jesus in our actions.

To belong to our school community, to believe in yourself and Jesus and to become all you are meant to be, following the footsteps of Christ

Intent

Religious education plays a central and vital part in the life of faith of our Catholic School. At St. Lewis', Religious Education is the centre of the whole curriculum. The beliefs and values studied; inspire and draw together every aspect of the life of our Catholic School. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

We aim to educate the whole person. At the heart of our school is a sense of purpose, which is to create a community that shares the values of love, forgiveness, respect, courage, hope and wisdom as shown through the example of Christ.

Implementation

To fulfil the aims and objectives we currently use the RED programme of Religious Education as recommended by the Archdiocese of Liverpool.

Below is an overview of the themes and topics over the year cycle of 'To know you more clearly'.

To Belong, To Believe and To Become



Aims and Objectives of Religious Educaiton

The overall aim of Religious Education at St. Lewis' is to promote:

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate question about human life, its origin and purpose;
- the skills required to engage in examination of and reflection upon religious belief and practice.

This is done through the comprehensive and systematic study of:

- ☒ the mystery of God;
- ☒ the life and teachings of Jesus Christ;
- ☒ the teachings of the church;
- ☒ the central beliefs that Catholics hold and the basis for them;
- ☒ the relationship between faith and life.

The objectives of curriculum Religious Education in St Lewis' are that we will utilise a programme which:

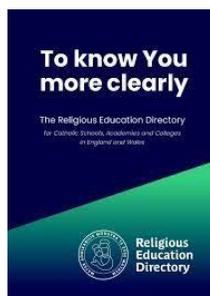
- Will provide opportunities for celebration, prayer, and reflection in implicit and explicit ways.
- Will provide children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, peoples and objects.
- Will present a 'systematic presentation of the Christian event, message and way of life', in ways appropriate to the age and stage of development of the child.
- Will require that the adults involved understand the underlying theological as well as educational principles.
- Will provide the adults with adequate preparation for teaching about other faiths in context with the RED program.
- Is as academically respectable as other curricular areas and utilises appropriate strategies from the National Curriculum.
- Respects the need for support for Religious Education co-ordinators and for Inset training.
- Respects the different pastoral needs and practices within our parish and supports the need for sacramental catechises.

The Religious Education Programme

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 our school:-

- Implicit, or unstructured Religious Education - those opportunities which arise in the course of the 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 structured Religious Education – those opportunities timetabled and planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of the school to give 10% of the timetable at Key Stage 1 and 2.

To fulfil our aims and objectives we are implementing the new Religious Education Directory 'To know you more clearly' across school. Teachers attend regular cluster meetings with teachers from across the the Warrington Catholic Schools to carefully plan sequences of lessons for each half term using materials provided by the Archdiocese of Liverpool.



The Approach Chosen

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Overview of Content:

"The Religious Education Directory serves the Bishops of England and Wales, the Catholic Education Service, and diocese and Catholic schools in revealing the Good News and making the little stories of children meet the big stories told by the disciples. Wonder at God's gifts inevitably flows into reflection and enjoyment of the gifts, into prayers of praise and thanksgiving. Through the curriculum, children learn about the story of the life, death, and resurrection of Jesus through sacred texts, parables, sensory experiences, and the symbols and gestures of the sacraments" (RED p64).

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The RE curriculum is enriched by 'Ways of Knowing' and throughout the curriculum children will experience, be taught through and learn by understanding, discerning and responding.

Understand – See - What will I see and hear to help me understand?

Discern – Judge - How will I discover more?

Respond – Act - What can I do now?

The process for delivering RE in the Early Years, Key Stage One and Two has six branches which can be seen below. Branches 1-5 last for up to 6 weeks with Branch 6 being taught and woven into the teaching throughout the year.

Autumn	Spring	Summer
Branch 1: Creation and Covenant	Branch 3: Galilee to Jerusalem	Branch 5: To the ends of the Earth
Branch 2: Prophecy and Promise	Branch 4: Desert to Garden	
Branch 6: Dialogue and Encounter		

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

The curriculum structures.

The model curriculum has six components that will be known as branches.

Each one has a core theme and 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.

1. Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1).

- 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.

2. Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

- The prophets speak of God reaching to his people, calling them back into a relationship with him.

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- 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.
- 3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).**
- 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.
- 4. Desert to garden: '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).**
- 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.
- 5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).**
- 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.
- 6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28).**
- 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.

The Sacraments

- The sacramental life is taught within and across branches.
- Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

The Process

The process for delivering each of the topics in 'To know you more clearly' has three main stages, which enable pupils to develop knowledge, skills and attitudes.

- Understand
- Discern
- Respond

The process encompasses a variety of teaching and learning styles, which enables the needs of individual pupils to be met

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Planning

We have chosen a whole school two yearly cycle approach to the long-term planning for Religious Education so that all pupils in our mixed classes explore the core themes for all year groups within the cyclical process as recommended by Liverpool Archdiocese.

TIME ALLOCATION CURRICULUM

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables.

This time does not include time for Prayer and Liturgy and Hymn Practice.

Long Term Planning

Long term Planning is the responsibility of the Leadership Team. Each class has its own long-term plan according to the programme of study for that particular year group. The themes can be seen below.

St. Lewis' Religious Education Overview 2024 - 2025

	Overarching theme	Branch 1 Creation and covenant	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and Encounter
EYFS	My own faith, The faith of my community, Knowing God and the life of Jesus	Genesis - Indeed it is very good Focus on themselves and God's love for us	The annunciation The Nativity, shepherds, the crib, advent wreath; How different cultures celebrate	Wise men visit Jesus calls the little children Jesus came to show God's love	Lent, Jesus died on the cross - it was sad, Jesus was given new life - everyone celebrates, simple Holy Week	Ascension Pentecost Holy Spirit Early Christian community	My own faith Local Parish (Other faiths and festivals covered across the curriculum)
Year 2	Baptism	Gift of Creation, Noah, God's promise, Caring for God's world	Isaiah spoke of Jesus, The annunciation, John the Baptist, Mary (pray to and with), Advent - different cultures and communities (the wreath, Las Posadas)	John the Baptist Baptism of Jesus The Lost Sheep Sin Forgiveness	Jesus' words on the cross about forgiveness, Lent is a time for forgiveness and reconciliation Sacrament of Reconciliation Holy Week review, Easter Vigil	Events from the Resurrection to Pentecost, Fruits of the Holy Spirit St Luke's gospel - the life of Jesus, the Acts of the Apostles, early Church	Christianity - how we should live; Judaism - religious law, beliefs, worship and life (Sabbath celebrated in synagogues and homes) Hebrew calligraphy

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Year 3/4	Eucharist	Story of Creation in Genesis Made in the image of God Stewardship	Sunday as a holy day, Mass - simple description (focus on Liturgy of the Word), Angels' message (linking Isaiah) to Joseph, signs used in Advent/Christmas	Magi - gifts Kingdom of God Our Father Life of a Saint	Feeding of the 5000, the last supper, Body of Christ, Describe the Mass - focus of Liturgy of the Eucharist - offertory prayer	Road to Emmaus, the group of apostles (inc Mary), Early Church, Paul's Letter to the Corinthians, linked to Mass	Judaism - Exodus, Passover, meaning of food Christianity - Last Supper Islam - Islamic laws, beliefs, worship, and life (5 pillars)
Year 5/6	The significance of the Old Testament as part of Christian understanding of the revelation of Jesus	Moses - the call and the covenant, the ten commandments Covenants made - Noah, Abraham, Moses Sin Virtues	David's life and kingship, Samuel, meaning of shepherd - servant leadership, O Antiphons, Rosary	Beatitudes (link ten commandments) the great commandment, Transfiguration (Moses and Elijah), Seven petitions of the Our Father	Ash Wed Mass, Lent, Sin, commandments, Jesus' great commandment, Resurrection, people follow his path to heaven, Rosary, sorrowful mysteries	Gifts of the Holy Spirit, mystery of the Holy Trinity, Confirmation, Discipleship, Rosary, glorious mysteries	Christianity - The Bible: construction, understanding scripture Judaism - the Tanakh, Shema prayer

Opportunities to attend Church linked to the RE Curriculum						
	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
EFYS		Advent wreath, the crib				
Year 1			Candlemas			
Year 2			Baptism			
Year 3/4		Mass - Liturgy of the Word		Mass - Liturgy of the Eucharist		
Year 5/6				Ash Wednesday Mass		

Medium Term Planning

Medium Term Planning is the responsibility of the RE Co-ordinator.

The medium-term plan details:

- the content and focus of each theme
- links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
- Key concepts, skills and attitudes
- Attainment targets
- Christian doctrine for the term
- The themes and branches



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- The start dates for each Branch (each Branch should be given equal time The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic will be achieved.

Short Term Planning

Short Term Planning is the responsibility of the class teacher. Planning is documented on the recommended planning proforma from the Archdiocese or annotated planning is acceptable when clearly indicating how the needs of the pupils will be met. Staff also create 'Smart notebooks/PowerPoints' which are used with the children to support lesson delivery. Staff provide adapted opportunities for all children in their classes. Using the driver words in planning and marking also highlights adaptations and enables children to reflect on their learning.

EYFS approach

Religious Education in the Early Years is structured around activities and experiences for children set out under each of the areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Activities are also planned to involve the 'Effective teaching and learning for Religious Education' involving playing, exploring, active learning, creating, thinking critically, and wonder and awe (RED EYFS Booklet).

Ways of Knowing		
Understand	Discern	Respond
See	Judge	Act
How will I see and hear to help me understand?	How will I discover more?	What can I do now?
		

The children will encounter the skills words including:
recognise, talk about, label, name, match, sort, retell, sequence, recall.

Adapted learning

Adaptations in Religious Education are provided where necessary to enable children to succeed in an activity and to provide appropriate challenge for some children. Tasks are scaffolded and carefully planned so that all learners, regardless of any learning needs or barriers, can access the lesson and the task fully so they are given every opportunity to achieve. We adapt activities by support, outcome, resource, or task and this is evident in the planning.

Teaching Other Faiths/Religions

When?

- One discrete unit of work on Judaism will be taught from Year 1- 6 in the Autumn term.

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- This unit will be one week's work
- Hinduism or Sikhism or Buddhism or Jainism or Islam are encountered in Branch Six which is taught and woven into teaching across the whole year.

How?

- In each lesson pupils should:
 - Look at their own experience
 - Discover about another faith community
 - Respect and appreciate what they have learnt

Pupils can also learn from a member of the faith community, make a visit to a place of worship, watch a video, and research using computer technology and books.

In Branch 6: Dialogue and Encounter is interwoven throughout the year when opportunity arises as well as discrete studies of other faiths – Years 1-6 will all study Judaism for a week in the Autumn term.

Assessment, Recording, Monitoring and Reporting

Assessment is focused by the overall aims and objectives of Religious Education.

Within the new Religious Education Directory each age-phase will have a prescribed set of expected outcomes that indicate what pupils are expected to know, remember and be able to do within each lens. Pupils will be assessed against these expected outcomes in line with school expectations for assessment.

In our school it involves:

Informal assessment

Informal Assessment

- General observation of children engaged in general tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of more formal written work

Formal assessment – in response to the removal of formal assessed topics Warrington cluster of Catholic schools have used Assessment Keys activities as a collaborative assessment tool. The children complete assessment keys at the end of the topic and staff also make judgments based on the children's knowledge and understanding during lessons. Data is submitted at the end of each term and analysed by the subject leader for each class.



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Attainment Targets

The next section provides an overview of the levels of attainment and the two attainment targets for RE – Recording and Reporting.

Recording

Recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on pupil's books
- Visual evidence – for example photographs,
- Year Group Assessment and Evidence Files
- Pupils' self-assessment using mind maps.

Reporting

There are four dimensions to reporting in Religious Education.

Reporting:

- Provides feedback to pupils on their achievement and progress
- Informs teachers and colleagues of the achievement of individual pupils and the areas studied by a class and year group
- Informs parents of the progress and achievement of their child
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

At St. Lewis' parents are given the opportunity on three occasions during the school year to meet with their child's class teacher to receive verbal reports on the progress of their child. Parents also receive a written end of year report.

Religious Education evidence is recorded in the form of RE Books in Key Stage 1 and 2 and evidence-based portfolios for children in Foundation Stage. Supporting photographic and video evidence is always encouraged also. Our feedback policy has been updated 2024 to include Religious Education separately to ensure driver words/phrases are included when possible. The feedback policy of our school requires all activities to have a lesson objective and this is completed using the driver words/phrases appropriate to the age of the child. We have a high expectation of presentation in all subject areas.

Monitoring and Evaluation of teaching and learning

A robust schedule of monitoring is followed in line with Archdiocesan requirements. It is important that all opportunities are taken to evaluate our teaching of Religious Education. This can be done individually and collectively and in a variety of ways including:

- Discussion at staff meetings and INSET.
- Observation of assemblies
- Displays of children's work
- Observation and monitoring of class teaching
- Learning walks

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- Discussion with children and work monitoring

Children are encouraged to evaluate their own learning at the end of each topic. We allow time for the recall and review of the work done and a chance to hold on to, and make their own, what they have understood of the experience. Children are encouraged to record their new learning in ways that are appropriate, developing from whole class recording in the Early Years to individual recording in KS2.

Training and Development

At St. Lewis' we believe that it is important to create an environment, which stimulates and facilitates individual growth and development in all areas. We are committed to the process of training all staff at an individual level and to using newly acquired skills and expertise for the further improvement of our school's performance. Training and development take place throughout all aspects of school life and considers all members of our school community. The needs of individuals, teams and the whole school are given consideration when identifying areas for development. Objectives for training and development are closely linked to the School Improvement Plan. The impact of training and development on practice is evaluated so that our school can sustain and improve its performance.

Preparation

Staff reflection and prayer related to each topic takes place during the phase meetings at the start of the new topic and in staff meetings. Further guidance for teachers can be found on the Archdiocesan website. Procedures for enabling staff development.

- Please see attached In-service CPD training appendix A completed over the last year.
- Staff development plan including in-service planned for the next twelve months.

Staff Communication

Staff are informed by the RE Coordinator which topics are to be covered each academic year and the dates each topic starts within the term, by means of the medium-term planning sheet. Assemblies are incorporated within the timetable on a weekly basis and contain prayer and Liturgy.

Staff also have a timetable outlining key dates for Class Prayer and Liturgy, which are led by the children and attended by parents.

Information regarding RE events etc is included in term timetables and included on the weekly diary. A termly R.E. newsletter which includes the key dates for school, is available on the school website and sent home to parents.

Resources

A list of all staff members and their responsibilities is available in the Staff Handbook.

All members of staff teach R.E. and take assemblies and lead Prayer and Liturgy.

When staff are recruited we actively look for the qualification: Catholic Teacher's Certificate/Catholic Certificate in Religious Studies or a willingness to complete the qualification. New staff without the qualification are supported through our induction procedures and encouraged to work through the appropriate training.

Each class base has the following resources:

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- RE Handbook
- Artefacts for Collective worship displays and Collective Worship prompts

Centrally Based Resources

- Good News Bibles
- Selection of Big Books – Bible stories and Other faiths
- God's Story Books 1 and 2
- The Church's Story Books 1,2 and 3
- Selection of teacher resources books including themes – Biblical, Assembly, Mass, Services, Sacraments,
- Prayer and hymn music resources

RE and the wider curriculum

We have a number of policies that contribute to the suite of Religious Education policy and provision at St Lewis'. These include:

- Prayer and Liturgy / Collective Worship policy
- Social, Moral, Spiritual and Cultural development policy
- Relationship, Sex and Health Education policy (RSHE).
- Behaviour and Relationships policy

Sacramental Preparation

The Home, School and Parish link involving Mrs. Harvey, Mrs Ann Evans and Fr Gordon working very closely together with families provide the 'With You Always' programme for children preparing for the Sacraments of Reconciliation and Eucharist.

In Year 3/4, Eucharist is the overarching theme explored throughout each branch of learning.

Meeting the needs of all pupils

The school uses a variety of teaching and learning styles in Religious Education lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by adapting and matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Using the driver words to adapt tasks and provide challenge.
- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges through the provision of different resources;
- Using additional adults to support the work of individual children or small groups;
- Providing specialist support where individual children have particular gifts or talents.

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The role of Governors and Parents

Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly head teacher's report to governors.

The Governor linked specifically with Religious Education visits school regularly to complete learning walks and monitoring with the subject leader. This includes speaking with children and monitoring books, work and collective worship.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding termly parents' evenings to explain pupil progress;
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- Sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school by implementing school policies.

We would therefore like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promote a positive attitude towards school and learning in general



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Monitoring and Review

In order to be continually monitoring and reviewing policy and practice in school a development plan is part of our annual school improvement plan. In addition, this Religious Education Handbook is reviewed annually with any updates added.

Policy Review	January 2026
Next Review	January 2027

STAFF TRAINING AND DEVELOPMENT

CPD log for staff

A detailed log of professional development and the following actions / impact can be found in the annual "RE and Catholic Life" report.