

**Our Lady of the Rosary
RE Policy**

Our Journey
Love God
Others First
Respect All
Persevere to Succeed

Title
Policy Approval:
Policy Renew :

RE Policy
July 2026
July 2028

Mission Statement

Our Journey

Love God

Others First

Respect All

Persevere to Succeed

Our Values



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:

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.

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.

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.

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.

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.

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.

Teaching of other religious traditions and worldviews

At Our Lady of the Rosary, the teaching of other religious traditions and worldviews forms an important part of our Religious Education curriculum and reflects our commitment to developing pupils who are respectful, knowledgeable and compassionate members of society.

In addition to the study of other faiths through Branch 6 of the Religious Education Directory, children are provided with a wide range of opportunities throughout the year to deepen their understanding of different religions, cultures and worldviews.

Children participate in assemblies that introduce them to different faith traditions and beliefs, helping to promote understanding, respect and appreciation of diversity within our local, national and global communities. Pupils also learn about and celebrate important religious festivals from other faith traditions, including Diwali and other significant celebrations throughout the year.

Our annual International Week provides opportunities for pupils to explore different countries, cultures and traditions represented within our school community and the wider world. In addition, events such as Black History Month and Carnival Week allow children to learn about the experiences, achievements and cultural heritage of diverse communities, further promoting inclusivity and understanding.

Where possible, we provide first-hand experiences through visits and visitors. Members of different faith communities are invited into school to share their beliefs,

traditions and experiences with our pupils. In recent years, children have had opportunities to learn from visitors from the Jewish and Muslim faith communities, enabling them to ask questions, develop understanding and challenge misconceptions.

Religious Education at Our Lady of the Rosary is closely linked with PSHE, Catholic Social Teaching and British Values, ensuring that pupils develop respect for the beliefs and values of others while remaining secure in their own faith identity. Through these experiences, children learn to recognise the God-given dignity of every person and to value the rich diversity of the communities in which we live.

Inclusion and Equality

At Our Lady of the Rosary, we recognise the God-given dignity, worth and unique potential of every child. We are committed to ensuring that all pupils are able to access and succeed in Religious Education regardless of their starting points, abilities or additional needs.

Religious Education is planned and delivered in a way that promotes inclusion and equality for all learners. Staff use a range of adaptive teaching strategies, including adult support, scaffolded learning, visual prompts, modelling, targeted questioning and adapted tasks where appropriate, to ensure that all children can access the curriculum and make progress.

In addition, staff utilise the Education Endowment Foundation (EEF) 'Five-a-Day' approach to support pupils with SEND within Religious Education lessons. This evidence-informed approach focuses on five key areas of inclusive practice: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the effective use of technology. These strategies are embedded within teaching and learning to ensure that pupils with SEND are fully included, supported appropriately and enabled to achieve success alongside their peers.

The school has developed a dedicated support document for Religious Education which provides staff with specific strategies, practical ideas and approaches to support pupils with SEND and other additional needs within RE lessons. This guidance is used alongside the CES document *RED Guidance for Special Educational Needs and/or Disabilities* and should be read in conjunction with the school's SEND Policy.

To support retention and understanding, all RE lessons begin with flashback activities which revisit and reinforce prior learning. Key vocabulary is explicitly taught and introduced at the beginning of each lesson and topic, with opportunities for repetition and retrieval throughout the sequence of learning. Where necessary, vocabulary is pre-taught to pupils to ensure they can fully access the lesson content and participate confidently in discussions and activities.

Where pupils require additional support to access the curriculum, teachers adapt resources, provide additional scaffolding and make reasonable adjustments to ensure full participation and success in Religious Education.

At Our Lady of the Rosary, Religious Education and PSHE are closely linked to ensure pupils develop an understanding of both faith and life in modern Britain. Through this approach, pupils are encouraged to reflect on the wider world, celebrate diversity and develop respect for others whilst living out our school values, Catholic Social Teaching principles and British Values.

Teaching resources and learning materials are carefully selected to avoid reinforcing stereotypes and instead reflect both our school community and the diverse society in which we live. Through Religious Education, children are encouraged to recognise and celebrate the dignity and value of every person as a child of God.

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.

Pupils' progress and achievement in Religious Education is tracked through ongoing teacher assessment against clearly defined knowledge statements. These knowledge statements are shared with pupils at the start of each topic and are displayed in pupils' books alongside key vocabulary sheets to support learning and retention.

All lessons begin with a 'flashback' activity, where prior knowledge is revisited to strengthen recall and retention over time.

Teachers make regular judgements against age-related expectations using a range of evidence, including oral discussion, lesson contributions, written work in books, and pupil engagement. In addition, pupils' personal reflections are recorded in their individual Faith Journals, which provide further evidence to support teacher assessment and judgements.

At the end of each branch of learning, pupils are formally assessed against the key knowledge statements. The subject leader then collates this information termly to inform future planning.

The Religious Education Subject Lead, alongside Senior Leadership Team (SLT), monitors the quality of teaching, learning, and assessment through regular work scrutiny and book moderation. These monitoring activities take place termly and are used to ensure consistency of standards across year groups.

Findings from monitoring visits and work scrutiny are shared with staff and discussed with Governors where appropriate. Governors also participate in monitoring visits and receive updates on standards and provision.

Progress and attainment in Religious Education are reported to Governors through termly updates provided via the Headteacher's report and subject leader reports. These reports include analysis of attainment, progress trends, and outcomes from monitoring activities.

Progress in Religious Education is reported to parents and carers through annual reports and during parents' evenings held in October. In addition, parents and carers are invited to two annual drop-in sessions, where they can review pupils' books and Faith Journals to gain a deeper understanding of their child's progress and engagement in RE.

These processes ensure that assessment information is shared regularly and transparently with all stakeholders, supporting strong home–school partnership

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 and Catholic Academy Trust.

Religious Education Subject Lead

In line with diocesan protocols 14.6, in primary schools, the Religious Education Lead should be a member of the Senior Leadership Team if they are not the headteacher.

The Religious Education Subject Lead provides strategic leadership and management of Religious Education across the school, ensuring high standards of teaching, learning, achievement, and curriculum development in line with the school's Catholic mission, the Religious Education Directory, and diocesan guidance. The role includes monitoring and evaluating provision, supporting staff development, leading subject improvement, managing resources, and promoting the contribution of RE to the Catholic life, ethos, and spiritual development of the school community. The Subject Lead also works collaboratively with other local schools and engages in all relevant diocesan training and professional development opportunities to ensure practice remains current, consistent, and in line with diocesan expectations.

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 essential therefore, that there is a close relationship and a dialogue between parents and the school to support pupils' religious formation and growth in religious literacy.

The school supports parents through regular communication about the curriculum, through half termly curriculum overviews pupil progress and attainment, parent consultation meetings, reports, workshops, and access to learning resources, enabling parents to play an active role in supporting their child's education and development.

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:

RSE Policy

Teaching and learning Policy

SEND Policy

Consultation process

This policy was drawn up by governors in consultation with staff of

.....Our Lady of the Rosary school

and will be reviewed on atwo year cycle.....

