



RELIGIOUS EDUCATION POLICY

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 12

You have the right to give your own opinion and for adults to listen to you and take you seriously.

Approved by:

Date:

Last reviewed on: September 2026

Next review due by:

Mission Statement: *In God's family, we grow and learn in love, hope and faith.*

Loving hands, loving hearts, loving minds.

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

In addition to the teaching of other faiths in Branch 6, the children will learn about the following areas:

Judaism, Islam, Hinduism, Sikhism

Class	Theme	Topic	Learning Outcomes	Respect
EY	Special Days and Objects	Hanukkah Prayer mats Diwali Special clothes and sharing	The story of the oil lamp in the temple Prayer mats and the Qu'ran Diwali Sikhs' dress Prasad, Diwali	God cares for his people. What is special for Muslims. Diwali is important Sikhs share with everyone
Years 1 & 2 Year A	Special Stories	Abraham and Moses Muhammad Krishna and Ganesh Raksha Bandan Guru Nanak	Leaders of the Jewish people Muhammad is an important person. Krishna and Ganesh Raksha Bandan. Guru Nanak	How God led the Jewish people. Muhammad is an important person. Shared stories bring people together. Guru Nanak was a wise teacher.
Year 1 & 2 Year B	Prayer and Home	Shabbat Prayer at home Prayer at home. Puja Sikh daily life	Shabbat Prayer 5 times a day Puja Sikh daily life	The day for God, the day for rest. Prayer is important for Muslims. Prayer is a part of Hindu life. Family and prayer are important.
Year 3	Places of worship	The Synagogue The mosque The Mandir Gurdwara, langar Amritsar	The Synagogue Friday is a day of special prayer and the call to prayer. The Mandir Welcoming people and the Gurdwara	The importance of the Synagogue. How Muslim people worship. How Hindu people worship. Special places of worship for Sikhs.
Year 4	Holy Books	The Torah The Qu'ran Vedas and Bhagaved-Gita Guru Granth Sahib	The Torah The Qu'ran and 99 beautiful names of God. Vedas and Bhagaved-Gita. Guru Granth Sahib and the Gurus	The importance of the Torah. The importance of the Qu'ran for Muslims. Sacred writings guide people's lives. The Gurus guide and teach the Sikhs.
Year 5	Beliefs and Festivals	Pesach Ramadan and Pilgrimage	Pesach	God cares for his people. Respects for the special occasions for Muslims.

		Brahman. Belief in one god. Pilgrimage. Baisakhi, the Khalsa, Mool Mantra	Shahadah, Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj Hindus believe in one god and go on pilgrimage. The Khalsa and belief in one god.	Respect for the beliefs of Hindus. The Khalsa shows the Sikhs commitment
Year 6	Belonging and values	Yom Kippur The 5 Pillars: Zakat Karma Guidelines for living, sewa.	Yom Kippur The 5 pillars offer guidance for life Karma and Dharma Commitment to service.	The value of atonement. What is important for Muslims. Hindus care for creation. Sikhs' concern for others.

Inclusion and Equality

At St Ambrose Primary School, we are committed to ensuring that Religious Education is accessible, meaningful and enriching for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise the God-given dignity, worth and unique gifts of every child and strive to create an inclusive learning environment where all pupils can flourish and engage fully with the RE curriculum. Learning is carefully planned and adapted through appropriate differentiation, including scaffolded tasks, adult support, visual resources, practical activities and flexible teaching approaches to meet individual needs. Resources and learning materials are selected to reflect the diversity of our school community and wider society, promoting respect and inclusion while avoiding stereotypes. In meeting the needs of pupils with SEND, the school is guided by the Catholic Education Service's Religious Education Directory (RED) Guidance for Special Educational Needs and/or Disabilities. Further information about our provision for pupils with SEND can be found in the school's SEND Policy.

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. At St Ambrose Primary School, progress and achievement in Religious Education are rigorously monitored to ensure all pupils make good progress and achieve their full potential. Teachers assess pupils' learning throughout each unit and record attainment and progress termly using Insight, enabling leaders to track outcomes, identify trends and provide appropriate support where needed. The RE Lead and Senior Leadership Team monitor the quality of teaching, learning and assessment in line with the school's monitoring and evaluation cycle. This includes termly moderation of pupils' work and books to ensure consistency, accuracy of assessment and high standards across the school. The RE Lead reports on standards, attainment, progress and key developments to Governors on a termly basis through the Subject on a Page report, ensuring effective oversight and accountability. Parents and carers are kept informed of their child's progress and achievement in Religious Education through two parents' evenings

each academic year and through the end-of-year written report, which provides an overview of attainment, progress and next steps for learning.

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 Leader plays a key role in promoting and developing the Catholic life and mission of the school. They are responsible for leading and managing Religious Education to ensure that it reflects the teachings and values of the Catholic Church and meets the requirements of the Religious Education Directory (RED). The RE Subject Leader supports staff in delivering high-quality teaching and learning, monitors standards of achievement and progress, oversees assessment procedures, and ensures that Religious Education remains a core subject at the heart of the curriculum. Through regular monitoring, moderation, professional development and collaboration with school leaders, governors, parish clergy and the wider community, the RE Subject Leader seeks to foster a vibrant faith environment where every child is valued, nurtured and encouraged to grow in their relationship with God and understanding of the Catholic faith.

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. Information about the Religious Education curriculum, including curriculum overviews and key areas of learning, is available on the school website to ensure that parents are informed about what their children are studying. Parents and carers receive regular updates about school and parish faith activities through newsletters and other forms of communication and are encouraged to support their child's learning at home through shared prayer, discussion and family participation in the life of the Church. Progress and achievement in Religious Education are shared with parents during two consultation meetings each academic year, providing opportunities to discuss attainment, progress and next steps in learning. In addition, parents receive a written end-of-year report which includes information on their child's achievement and progress in Religious Education. Through open communication and collaborative working,

the school seeks to strengthen the partnership between home, school and parish in nurturing each child's faith journey.

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:

Teaching and Learning, SEND, RHE, PSHE and Right to Withdraw policy.

Consultation process

This policy was drawn up by governors in consultation with staff of St Ambrose and will be reviewed on an annual basis.

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 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.