OUR LADY OF MOUNT CARMEL

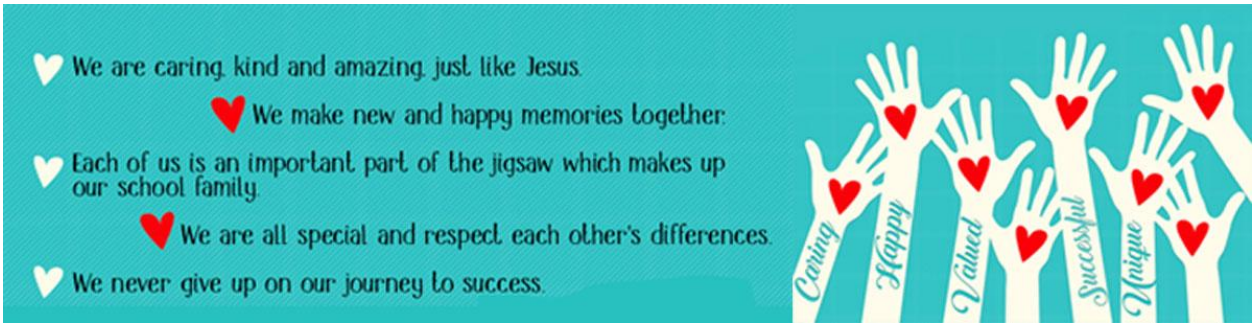
CATHOLIC PRIMARY SCHOOL

Religious Education Policy

Religious Education Directory 2023

A community centred in Christ

Our Lady of Mount Carmel
Catholic Primary School



Policy	September 2026
Review date	September 2028
Headteacher	Mrs Martin
Chair of Governors	Catherine Stephenson
Religious Education Lead	Mrs Jane Hayes, Year 2 Teacher

Our Mission

Our Lady of Mount Carmel Catholic Primary School is a community centred in Christ. Teaching is permeated by the Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success.

Each will grow in awareness of his or her role within the family, the school and society, and be sustained by a deepening relationship with God.

Our Core Values

- Caring – we are caring, kind and amazing, just like Jesus.
- Happy – we make new and happy memories together.
- Valued – each of us is an important part of the jigsaw that makes up our school family.
- Successful – we never give up on our journey to success.
- Unique – we are all special and respect each other's differences.

1 Introduction and Status

Religious Education is at the heart of the curriculum and is central to the school's Catholic identity. It is a rigorous academic subject with the same status, care and ambition as other core subjects. It also contributes distinctively to pupils' spiritual and moral formation and to the way the school lives its mission each day.

This policy sets out the school's approach to curriculum Religious Education. It should be read alongside the Catholic Life and Mission Policy, Prayer and Liturgy Policy, SEND provision, assessment arrangements, curriculum plans and the school's safeguarding and equality policies.

Religious Education is distinct from prayer and liturgy. Prayer, Mass and Celebration of the Word enrich pupils' experience and may connect with curriculum learning, but they do not replace the curriculum time allocated to Religious Education.

2 Nature and Purpose of Religious Education

The curriculum is rooted in the Religious Education Directory (2023), To know You more clearly. Through systematic and progressive study, pupils encounter sacred scripture, Catholic belief and doctrine, liturgy and sacraments, Catholic Social Teaching, other Christian traditions, religions and worldviews.

Religious Education has an explicit dimension: the formal, timetabled curriculum taught through carefully sequenced lessons. It also has an implicit dimension: pupils see faith lived through relationships, routines, service, the wider curriculum and the Catholic environment. The school seeks appropriate connections between these dimensions while preserving the integrity and academic rigour of the subject.

Parents and carers are recognised as the first educators of their children. School, home and parish work in partnership to support each pupil's religious formation and flourishing.

3 Aims

- develop secure, age-appropriate knowledge of scripture, Catholic belief, worship, prayer and moral teaching;
- enable pupils to understand the person and teaching of Jesus Christ and the life and mission of the Church;
- develop religious literacy and the ability to use theological vocabulary accurately;
- help pupils understand, discern and respond to what they learn;
- support pupils to ask questions, reason, make connections and reach justified conclusions;
- enable pupils to encounter and respect other Christian traditions, religions and worldviews;
- connect faith with Catholic Social Teaching, ethical reflection and practical action;
- provide ambitious and accessible learning for every pupil, including pupils with SEND;
- foster wonder, reflection, hope and an informed, respectful response to faith.

4 Curriculum Entitlement and Time

At least 10% of taught curriculum time is allocated to Religious Education in every year group. This allocation excludes prayer and liturgy, assemblies and Mass. RE is protected on the timetable and is taught regularly so that pupils can build and retain knowledge over time.

The school follows the Religious Education Directory, To know You more clearly. Magister curriculum materials are used as the principal resource to support implementation. Teachers exercise professional judgement and may use additional high-quality resources to meet pupils' needs, make appropriate local connections and secure the intended learning. Resources do not replace careful planning or subject knowledge.

5 Curriculum Framework

The Six Curriculum Branches

Branch	Focus	Usual place in year
Creation and Covenant	God's gift of creation, covenant and humanity's relationship with God.	Autumn 1
Prophecy and Promise	The prophets, God's promises and the coming of the Messiah.	Autumn 2
Galilee to Jerusalem	Jesus' life, ministry, teaching and call to discipleship.	Spring 1
Desert to Garden	Lent, Holy Week, the Paschal Mystery and new life in Christ.	Spring 2
To the Ends of the Earth	Resurrection, Pentecost, the Church and its mission.	Summer 1
Dialogue and Encounter	Dialogue with other Christians, religions and worldviews, and discrete study of them.	Summer 2

The branches form a coherent journey through salvation history and normally follow the rhythm of the liturgical year. Scripture is foundational. Content and expectations increase in depth as pupils move through each age phase.

The Knowledge Lenses

Lens	Pupils learn about
Hear	Sacred scripture, revelation and the Church's reception of the Word of God.
Believe	Catholic belief, doctrine and the Creed.
Celebrate	Liturgy, sacraments and prayer.
Live	Life in Christ, Catholic Social Teaching, ethics and discipleship.
Dialogue	The Church's relationship with other Christian traditions, religions and worldviews.
Encounter	The beliefs, practices and lived experience of other religions and worldviews.

The Ways of Knowing

Way	Purpose	What this may look like
Understand (head)	Develop knowledge and comprehension of texts, beliefs, rites and communities.	Recall, describe, explain, sequence, compare and make connections using accurate vocabulary.
Discern (heart)	Judge wisely and reason about meaning, significance, truth, goodness and beauty.	Interpret, evaluate, consider evidence and viewpoints, ask questions and justify conclusions.
Respond (hands)	Reflect personally and with integrity on learning and its implications.	Express a considered response and identify how learning may shape choices, service and action.

Personal faith commitment is never assessed. Assessment focuses on the knowledge, understanding, reasoning and response demonstrated within the curriculum.

6 Curriculum Design and Progression

- Long-term planning ensures full coverage of the six branches and the specified content for each age phase.
- Medium-term planning identifies key scripture, doctrine, vocabulary, misconceptions, outcomes and assessment opportunities.
- Learning is sequenced so that new content builds upon what pupils already know.
- Retrieval and purposeful revisiting help pupils remember and connect important knowledge.
- Teachers make links to the liturgical year, Catholic Social Teaching and pupils' lives where these strengthen the intended curriculum.
- Greater-depth learning requires richer thinking, theological reasoning and justified conclusions rather than simply more work.

7 Teaching and Learning

The school has a clear, agreed structure for Religious Education lessons.

Across a sequence of lessons, effective teaching includes:

- **Prompt: Setting the scene.** Set the tone of the lesson with music suitable for the liturgical time. Have a focal point set up - prayer table, visuals etc. Explain that there should be no calling out, this is about listening, watching, reflecting and wondering. Explain that there is no right answer, we are all on this spiritual journey together. Ensure that all pupils can see and hear and are comfortable
- **Retrieve/Connect: Activate Prior Learning:** retrieval of relevant prior learning and identification of starting points; Ask the children about prior learning - in teacher notes. Retrieval practice, reflection, low stakes quizzes etc. clear learning intentions and appropriately challenging success criteria;
- **What & Why: Explicit Instruction. Teach a little: Teaching:** Introduce new learning. Talk the pupils through the new learning and any steps they may need to complete the learning objective and task. Revisiting of key religious and theological vocabulary; scripture as an authentic starting point where specified by the curriculum;
- **Teach a Little/ Check a Little: Modelling and discussion:** Model the expectations for the main task. Talking through the process. Accurate teacher explanation, modelling and careful questioning;
- **Check a Little: Talk time/ discussion:** Opportunities for the children to discuss and talk about the task using key vocabulary. opportunities to Understand, Discern and Respond;
- **Independent Learning:** Pupils complete the task independently, practicing their new skills. Opportunities for deeper thinking and greater depth;

- **Reflect: Structured reflection:** Revisiting and recapping the lesson. Checking the children's understanding and adapting the next session where appropriate. Checks for understanding, responsive teaching and constructive feedback; a clear conclusion that enables pupils to reflect on what they have learned and their progress.

Teaching is faithful to Catholic doctrine and avoids presenting matters of faith as simplistic or merely factual. Pupils are taught to listen respectfully, distinguish belief from opinion, use evidence and disagree courteously. Visitors and resources are appropriately checked and prepared.

8 Recording and Presentation

Reception records Religious Education in a class RE floor book. This includes photographs, pupil comments, observations, practical work and other evidence that captures meaningful learning. In Years 1–6, pupils record formal RE learning in individual RE books.

- Work should show a coherent learning journey through each branch.
- Expectations for presentation are consistent with other core subjects and appropriate to age and need.
- Teachers use a suitable range of written, oral, artistic, practical and digital outcomes.
- Displays celebrate learning and may include scripture, key vocabulary, pupil questions, reflections and high-quality outcomes.
- Alternative recording is used when it enables a pupil to demonstrate learning more accurately.

9 Assessment, Recording and Reporting

Assessment is integral to teaching. It identifies what pupils know and understand, informs the next stage of learning and enables leaders to evaluate standards and progress. Teachers draw on evidence from discussion, questioning, observation, written work and the quality of pupils' reasoning.

Lesson and Branch Assessment

- After every lesson, assessment grids are completed so that pupils can look back, reflect and understand their progress through the branch.
- Teachers use the grids alongside evidence in books and professional judgement; they are not treated as a mechanical checklist.
- Feedback is timely, proportionate and helps pupils improve knowledge, vocabulary, reasoning or response.
- At appropriate points, pupils are judged as Working Towards, Expected or Greater Depth in relation to the curriculum expectations.

Summative Assessment and Reporting

- Teachers record termly attainment on Arbor.
- The RE Lead analyses attainment and progress by class and pupil group, identifying strengths, gaps and actions.
- Internal moderation takes place termly during staff meetings to secure consistent expectations and judgements.
- The school participates in Trust, diocesan and local moderation or professional networks where arranged.
- Parents receive information about attainment and progress in the annual written report and through normal parent-review arrangements.

Assessment is inclusive and allows pupils to show what they know in an appropriate way. It never attempts to grade prayerfulness, personal belief or the depth of an individual's faith.

10 Early Years Foundation Stage

Reception follows the Magister EYFS curriculum in line with the Religious Education Directory. Teaching is purposeful, practical and rooted in scripture, story, talk, play, creativity, prayer and first-hand experience. Adults model accurate vocabulary and use skilful interaction to deepen thinking.

Evidence is gathered naturally through observation, photographs, pupil voice, practical outcomes and contributions to the class RE floor book. Assessment considers what children know, understand and can communicate; it does not depend upon a large volume of written work. Planning supports continuity into Year 1.

11 Inclusion, SEND and Equality

Every pupil is entitled to the full Religious Education curriculum. High expectations are maintained for pupils with SEND, including pupils in St Patrick's Class, the school's high-needs provision. Teachers use the graduated approach and Assess–Plan–Do–Review, working with Mrs Storey, SENCO and Year 1 teacher, families and other professionals as appropriate.

Reasonable adjustments and adaptive teaching may include:

- pre-teaching and revisiting vocabulary;
- chunked or adapted texts and visual scripture;
- Makaton, Widgit symbols, Now and Next supports and clear modelling;
- practical, sensory and concrete learning, including meaningful use of artefacts;
- additional processing time, scaffolded questions and adult support;
- preferred seating, sensory breaks and reduced cognitive or sensory load;
- alternative methods of recording, communication or response;
- individual outcomes and carefully selected resources where required.

Adaptation removes barriers; it does not narrow entitlement or lower ambition. Teachers consider pupils with English as an additional language, disadvantaged pupils and pupils with differing starting points. Curriculum materials represent the universal Church and human dignity respectfully. The school challenges discrimination and fulfils its equality and safeguarding duties.

12 Dialogue, Encounter and Other Religions

The Dialogue and Encounter branch provides systematic study of other Christian denominations, Judaism, Islam, Dharmic religions and pathways, other religions and non-religious worldviews, in accordance with the Directory. Learning is accurate, respectful and age-appropriate. It develops knowledge and genuine dialogue; it does not blur distinctive beliefs or encourage tokenism.

Learning about religions and cultures also takes place at other appropriate points during the year. The annual Languages Day gives each class an opportunity to explore a different culture. Parents and visitors are welcomed to share informed perspectives on religion and culture.

13 Catholic Social Teaching and the Wider Curriculum

Catholic Social Teaching is a golden thread through the curriculum and is especially visible through the Live lens. Pupils connect learning with human dignity, the common good, solidarity, subsidiarity, care for creation, rights and responsibilities and a preferential option for the poor. Key-stage assemblies revisit CST themes, while class learning and pupil-led action provide practical contexts in which faith is lived.

The Catholic Life Team contributes to the Green Team and supports the allotment, recycling, composting, the food bank, pupil-led campaigns, fundraising and community visits such as visits to local care homes. These actions may provide purposeful applications of learning, but practical activity is accompanied by theological understanding and reflection.

14 Prayer, Liturgy and the Sacramental Life

Curriculum RE prepares pupils to understand scripture, prayer, liturgy and the sacraments. Prayer and liturgy allow the community to celebrate and live what is learned, while remaining distinct from formal curriculum time. Classroom prayer areas, the prayer garden, crucifixes, Catholic displays and saint-named classes help create an environment in which learning can be encountered and remembered.

The school works with Our Lady of Mount Carmel Church and families to support sacramental understanding and celebrates children who receive First Holy Communion, including an annual celebration in the school hall. Father John Ryan, the Trust priest, also supports the school's Catholic life and celebrates school Masses.

15 Partnership with Parents, Parish and Community

- Parents are treated as partners and first educators in faith.
- Curriculum information and annual reports help families understand what pupils are learning and how they are progressing.
- Parents and appropriately prepared visitors enrich learning, including through Languages Day and sacramental links.
- The parish priest, Trust priest and parishioners contribute relevant expertise and lived witness.
- Two classes attend Thursday parish Mass and parents are welcomed to school Masses and key celebrations; these experiences may be revisited within RE where curricular links are appropriate.
- Questions or concerns about RE are addressed sensitively through the class teacher, RE Lead and senior leaders.

16 Leadership and Management

Governors

- maintain collective oversight of RE and its place at the heart of the school;
- ensure the curriculum meets diocesan and Church expectations and receives at least 10% of taught time;
- approve and review this policy;
- receive reports on standards, progress, monitoring, inclusion, staff formation and improvement priorities;
- ensure sufficient staffing, time and resources.

Headteacher and Senior Leadership Team

- ensure this policy is implemented consistently;
- protect curriculum time and uphold high expectations;
- support and challenge the RE Lead;
- ensure staff receive appropriate induction, formation and professional development;
- include RE in school improvement planning and Catholic self-evaluation;
- report evaluatively to governors.

Religious Education Lead

Mrs Jane Hayes has dedicated weekly release time, including Tuesday morning, to lead and monitor Religious Education and Catholic Life. Her duties are set out fully in Appendix 1.

Teachers and Support Staff

- know and follow the curriculum, agreed lesson structure and assessment expectations;
- plan accurate, ambitious and inclusive learning;
- maintain subject knowledge and seek support where needed;
- use assessment to adapt teaching and identify next steps;
- create a respectful environment in which pupils can question, reason and respond;
- contribute to moderation, monitoring and professional development.

17 Monitoring and Quality Assurance

RE monitoring is identified clearly within the annual monitoring calendar. Mrs Hayes works with Mrs Martin, Mr Shelton and the wider senior leadership team. Evidence is considered together so that judgements are evaluative rather than based on one source.

- planning and curriculum coverage reviews;
- lesson visits and observations;
- book and Reception floor-book scrutiny;
- pupil voice, including pupils with SEND and pupils in St Patrick's Class;
- analysis of assessment grids, termly Arbor information and the progress of pupil groups;
- review of displays, resources and the learning environment;
- termly internal moderation in staff meetings;
- teacher coaching, feedback and follow-up checks;
- reports to governors and contributions to Catholic self-evaluation and the school development plan.

Monitoring identifies strengths, priorities, support and measurable next steps. The purpose is improvement in pupils' learning and formation, not simply compliance.

18 Staff Formation and Resources

The school's continuing professional development package has a clear focus on Catholic life and Religious Education. The RE Lead supports staff through modelling, coaching, book looks, planning support, moderation and feedback. Staff engage with Trust, diocesan and local RE coordinator events where available. New staff receive induction into the RED, Magister materials, school expectations, assessment and the Catholic character of the subject.

Resources are selected for theological accuracy, curriculum fit, accessibility, quality and respectful representation. Staff check online, visual and visitor-produced material before use. Bibles, artefacts and sacred images are handled with reverence.

19 Policy Review

This policy will be reviewed in September 2028, or sooner if Church, diocesan, Trust or statutory guidance changes. The RE Lead and Headteacher will evaluate implementation and recommend amendments to governors.

Appendix 1

Role of the Religious Education Lead

The RE Lead supports the Headteacher and governors in securing high-quality Religious Education. The role includes:

- promoting a clear vision for RE rooted in the school's mission;
- maintaining curriculum maps and ensuring full RED coverage and progression;
- supporting teachers to use Magister materials intelligently and supplement them appropriately;
- developing staff subject knowledge, theological literacy and confidence;
- providing induction, coaching, modelling and targeted support;
- monitoring planning, teaching, books, floor books, assessment, pupil voice and the environment;
- overseeing after-lesson assessment grids, termly Arbor recording and annual reporting;
- leading termly internal moderation and engaging with external networks or moderation;
- analysing standards and the progress of pupil groups, including SEND and disadvantaged pupils;
- working with the SENCO to ensure ambitious, accessible provision;
- managing and auditing resources;
- maintaining productive links with parents, parish, Trust, diocese and local RE coordinators;
- reporting to senior leaders and governors and contributing to the school development plan and Catholic self-evaluation;
- keeping up to date with Church, diocesan and professional guidance.

Appendix 2

Monitoring Schedule 2026 20207

Our Lady of Mount Carmel Catholic Primary School

Self-evaluation Schedule 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1		RE Pupil Voice	Progress Data Autumn Term	RE - Book Look	Progress Data	
Week 2	Environment Check	Prayer and Litrugy Monitoring	RE Book Look	Environment check RE display focus	Greater depth opportunities	Lesson Visits
Week 3	Lesson Visits - RE	Core Subject Book look	Core Lesson Visits CS	SEND provision		Pupil Voice
Week 4	Feedback from RE lesson Visits		Prayer and Litrugy Monitoring		Core Lesson Visits CS	
Week 5	SEND Provision	RE Lesson Visits		RE Pupil Voice		Book Look
Week 6	RE Book Look	RE Lesson Visits feedback	RE Lesson Visits End of Branch		Environment Check	
Week 7	Key Stage Assembly monitoring	Environment check RE Display focus				End of Year Data
Week 8	RE lesson visits end of branch					