



Alston Lane Catholic Primary School

Religious Education Policy

Mission Statement

At Alston Lane catholic Primary School, we place Christ at the centre of all we do, supporting our school community in, 'Learning and growing as children of God'.

Religious Education Curriculum Intent

At Alston Lane Catholic Primary School, Religious Education is the 'core of the core' curriculum and our primary intent in teaching is to learn and grow as children of God. We want our children to develop knowledge, understanding, reflection skills, analysis and faith through their learning and religious experiences. In our Catholic community, we intend for our children to gain a wide range of experiences to build their sense of belonging alongside their individual faith. We wish to support them to become religiously literate, knowledgeable of sacred scripture and aware of Catholic Social Teaching, acting upon this with integrity and humility.

We aim to enable the children to be active participants in RE through our curriculum as well as acts of worship, Masses and celebrations. These all allow our children to feel they are an important part of our school community.

Religious Education Curriculum Implementation

Ten percent of the school's curriculum time is devoted to Religious Education. This does not include prayer and liturgy or other forms of worship.

As directed by the Bishop's Conference, our Religious Education curriculum is called, 'To Know you more Clearly'. This curriculum is gradually being rolled out across the primary and secondary sector but we have chosen to begin this well in advance of the 2026 statutory deadline for implementation. This new curriculum seeks to present the teaching of religious education in a sequential and progressive form, rooted in the liturgical year. The framework has four structural elements:

Knowledge lenses which indicate what should be known by the end of each age phase. These are split into hear, believe, live and celebrate.

The 'ways of knowing' are the skills which develop as the children progress through their curriculum journey. These are split into understand, discern and respond.

Expected outcomes are set for each age phase and indicate what pupils are expected to know, remember and be able to do.

Curriculum branches are the way the programme of study presents its model curriculum. There are six branches which are split between the school's half terms. The branches are the same in each year group and closely link with the liturgical year and related scripture:

Autumn 1- Creation and Covenant - Encounter the God who creates and calls all people with a focus on the accounts of Creation.

Autumn 2- Prophecy and Promise - Explore the expectant waiting for the Messiah through the Advent season.

Spring 1- Galilee to Jerusalem - Experience the ministry of Jesus and the Word of God. They will learn through parables, encounters, miracles and teachings.

Spring 2- Desert to Garden - Study the season of Lent and its culmination in the events of Holy Week.

Summer 1- To the ends of the Earth - 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.

Summer 2- Dialogue and Encounter - Learn how Christians work together with people of different religious backgrounds, building an understanding that all people work towards a common good and should respect all humanity.

Curriculum Resources

The following resources are used on a regular basis to meet the requirements of the Religious Education Directory (RED) and support teaching and learning:

- Magister Scheme of Work
- Caritas in Action – a resource to support the delivery of Catholic Social Teaching (CST)
- Diocesan support materials
- CAFOD resources
- Mission Together resources

Teachers draw on a wide variety of other resources, found across the Internet and within previously used schemes of work, to meet expected outcomes – these include art work, maps, videos and other professionally created content.

Catholic Social Teaching

Catholic social teaching is an essential and deeply rooted topic within the school's curriculum. A separate planning document has been drawn up by the school to articulate how these themes are intrinsic to RE teaching, coverage within other curriculum subjects and throughout the life of the school.

Learning Outcomes

Teachers plan from the Understand, Discern and Respond expected outcomes, taken from the RED, as the basis of learning. These learning objectives are the focus of lessons and of feedback and marking that children receive afterwards.

Children's work may be displayed as written outcomes in their books, through discussion with each other and adults, through drama or through art work. Teachers seek to provide a variety of learning outcomes, to ensure lessons are engaging, challenging and fun. The teaching of religious education, in many ways, mirrors teaching strategies in English lessons. There is an expectation that children from Year 1 to Year 6 have at least one 'quality piece of

work' in their books per week, although sometimes this may increase. Children in the nursery and Reception class, record their learning in a floor book and on the learning journey within the classroom.

Pupils with Additional Educational Needs and Disabilities (SEND)

Adaptation and support, within the curriculum is essential to ensure all children meet their potential. Children with SEND receive the level of support specified within their EHC plans and support plans, so they can access the learning at an appropriate level. Recording of their knowledge and understanding takes many forms, such as photographs, writing frames, drawn images and recorded speech. Some children may be scribed for by an adult, or use technology to dictate their contributions.

Guidance from the Catholic Education Service (CES) for children with SEND, also supports schools in delivering religious education.

Marking and Feedback in Religious Education

The school's policy for Marking and feedback is clear about how core subjects should be marked and how feedback can be given, in written form or verbally. Every piece of children's work should be marked in relation to the expected outcome. Key spellings should also be highlighted and time set aside for children to edit their work when this is relevant.

Marking and feedback is an essential element in the assessment of children's knowledge and understanding.

Assessment in Religious Education

Standards are regularly checked by teachers and by the subject leader, who in turn reports to the governors. The school's assessment, recording and reporting system is as follows:

- Each half term, teachers continually assess children against the expected outcomes within the RED, as stated on the knowledge organiser for that branch of learning. Teachers record pupil understanding on the knowledge organiser, to show if they have met the outcome.
- Each half term, a data capture sheet is used to record the cohort's outcomes, so that the subject leader can see who has not yet met the expected standard.
- Each term, teachers moderate children's work to establish the expected standard and how a pupil's work demonstrates this.
- Termly teacher assessment data is recorded on the school's online tracking system. This is then shared with governors alongside other subject data.
- Children's work is also moderated between the Mater Ecclesiae Catholic MAT schools and by Lancaster Diocese in the summer term.
- Children's attainment and progress is reported to parents three times a year, through the termly report card and end of year reports, alongside other core subjects.
- Children in Reception class are assessed when they enter school, using a baseline assessment tool. This establishes what they already know about prayer, RE and key figures in Catholic education. This is repeated at the end of the year to show their progress.

Healthy Relationships and Sex Education (HRSE)

Please see the school's policy for HRSE to find out more. We currently use an age-appropriate scheme, recommended by the Catholic Education Service, to deliver this aspect of children's learning. Learning is recorded in a floor book and is additional to learning in religious education.

Prayer and Liturgy

Learning about the importance of prayer and liturgy is taught within lessons, although a separate policy exists to show how we engage with it in school. Prayer and liturgy is at the heart of each day and the Catholic life and mission of the school.

Impact

The impact of our religious education curriculum can be seen in pupils' enjoyment and engagement in lessons, through their behaviours and respect for others, their acquired knowledge and the standards in their books. Children are able to articulate that they attend a Catholic school and how this differs to non-Catholic education. They can apply a Catholic lens to their daily lives and see the glory of God throughout their learning in school.

July 2026