



St Paschal Baylon
Catholic Primary School



Following In The Footsteps Of Christ

Religious Education Policy

Our Mission Statement

'Following in the footsteps of Christ'

Christ is at the centre of all that we teach at St Paschal Baylon. We inspire our children to follow in his footsteps through loving, caring, respecting, achieving, forgiving, learning and inspiring.

Aims of our School

- To ensure that all children experience a happy, healthy and safe environment.
- To inspire all children throughout the school to develop a love of learning and a desire to achieve their best.
- To respect and value every individual in our school and to foster good relationships with the community.
- To teach the children about the importance of forgiveness and reconciliation.
- To encourage mutual respect between children, teachers, staff, parents and everyone else involved in our school.
- To ensure that all children feel valued and included so that they can grow in confidence and reach their full potential.
- To promote a positive atmosphere and excellent behaviour throughout the school.
- To present Gospel values and attitudes which are lived out in daily life and to expect pupils and staff to respect and value people of different backgrounds, cultures, religions and worldviews.
- To prepare the children in our care to become independent, caring and responsible members of society.
- To encourage children to develop their understanding of and relationship with God while respecting the beliefs and convictions of others.

Living Our Mission

Pupils

- Engage fully in the Religious Education curriculum and develop as religiously literate pupils.
- Participate in the prayer and liturgical life of the school in accordance with the separate Prayer and Liturgy Policy.
- Show respect, dignity, compassion and forgiveness in relationships with others.
- Work collaboratively, ask thoughtful questions and respond with increasing independence to their learning.

Staff

- Be positive role models who live and promote the school mission.
- Contribute to the spiritual and moral development of pupils.
- Teach Religious Education with appropriate subject knowledge, care and high expectations.
- Treat every member of the school community with dignity and respect and work collaboratively.

Parents and Carers

Parents and carers are recognised as the first educators of their children. We work in partnership with families, the parish and the wider community, keeping parents informed about Religious Education and inviting them to participate in the Catholic life of the school, including sacramental and liturgical celebrations.

The Parish and the Wider Community

Our school values its relationship with the parish and seeks to strengthen home, school and parish links.

The parish community supports the sacramental and prayer life of the school, while pupils are encouraged to understand their place within the local and universal Church and to contribute to the common good.

The Aims of Religious Education

At St. Paschal Baylon, Religious Education lies at the heart of our curriculum, permeating every aspect of school life and guiding our pupils to grow in faith, knowledge and love.

As a school we aim to:

- Develop knowledge and understanding of the Catholic faith, Scripture, the person of Jesus Christ, the Church, its sacramental life and its teachings.
- Enable pupils to make connections between faith and life and to understand the significance of Catholic belief and practice.
- Develop the skills needed to understand, discern and respond to religious learning.
- Enable respectful dialogue with other religions and worldviews and foster respect for the dignity of every human person.
- Provide opportunities for pupils to ask questions, think critically, make justified judgements and reflect personally on what they have learned.

The Religious Education Programme

To fulfil these aims and objectives, St Paschal Baylon follows the Religious Education Directory and the model curriculum 'To Know You More Clearly', as mandated by the Catholic Bishops' Conference of England and Wales and directed by the Archdiocese of Liverpool.

Religious Education is taught across EYFS, Key Stage 1 and Key Stage 2 and is allocated 10% of curriculum teaching time. Prayer and liturgy are not designated curriculum time and are therefore additional to this allocation.

Overview of Content – The Spiral Curriculum

The curriculum is spiral in structure. Key concepts and the story of salvation are revisited and deepened as pupils move through the school. This enables pupils to build secure knowledge, use a common religious language, make connections with prior learning and engage with Catholic Christianity at increasing levels of depth.

The Six Branches

Branch 1 – Creation and Covenant

- Pupils encounter God as Creator and the God who calls a people. They explore Creation, covenant and key Old Testament narratives.

Branch 2 – Prophecy and Promise

- Pupils explore the prophets, the promise of the Messiah, Advent, the Nativity and the mystery of the Incarnation.

Branch 3 – Galilee to Jerusalem

- Pupils encounter the ministry and teaching of Jesus, the Kingdom of God, his parables, miracles, encounters and the call to discipleship.

Branch 4 – Desert to Garden

- Pupils study Lent, Holy Week, the Paschal Triduum, the death and Resurrection of Jesus and the movement from darkness to light and death to new life.

Branch 5 – To the Ends of the Earth

- Pupils study the Resurrection and Ascension, Pentecost, the work of the apostles and the Catholic Church as the apostolic Church today.

Branch 6 – Dialogue and Encounter

- Pupils learn about dialogue with other Christians, religions and worldviews and about working with all people of goodwill for the common good.

The Approach Chosen

Religious Education is taught as a distinct curriculum subject with the status and rigour appropriate to the core curriculum of a Catholic school. Appropriate links may be made with other curriculum areas without losing the integrity of Religious Education.

Knowledge Lenses

The Knowledge Lenses identify the content pupils should know and understand. In the study of Catholic religion these are Hear, Believe, Celebrate and Live. In the study of other religions and worldviews they are Dialogue and Encounter.

Ways of Knowing

The Ways of Knowing describe the skills pupils develop through their Religious Education journey:

- Understand – developing deep understanding of sacred texts, beliefs, rites and the lives of individuals and communities shaped by them.
- Discern – thinking creatively and critically, listening to different viewpoints, comparing interpretations and arriving at justified conclusions.
- Respond – reflecting personally and with integrity on learning and considering its implications for pupils' own lives and the world in which they live.

The Sacraments

The Sacraments are taught within and across the branches. Pupils encounter Scripture and the teaching of the Church and consider what this means for a life lived in Christ as part of the Catholic faith.

Learning and Teaching Styles

We seek to provide high-quality teaching and learning which enables every child to flourish and make progress. Teaching is enquiry-rich, sequential and rooted in secure subject knowledge.

- Lessons build deliberately on prior knowledge and revisit key religious vocabulary.
- Scripture is treated with reverence and studied with increasing depth.
- Pupils are given opportunities to question, discuss, collaborate, work independently and think critically.

- Teaching enables pupils to make connections between texts, beliefs, practices and lived experience.
- Resources, including art, music, literature and other forms of Catholic culture, are used purposefully.
- Learning is adapted so that all pupils can access the curriculum while maintaining ambitious expectations.

Planning

Long Term Planning

- Long-term planning follows the six branches of 'To Know You More Clearly' and ensures full coverage of the Religious Education Directory across the school.

Medium Term Planning

- Teachers use the Archdiocesan scheme and supporting materials to identify the expected outcomes, core knowledge, vocabulary, Scripture and opportunities to develop the Ways of Knowing within each branch.

Short Term Planning

- Class teachers are responsible for adapting and sequencing learning so that it meets the needs of their pupils. Planning takes account of prior knowledge, formative assessment and the needs of individuals and groups. Teachers are encouraged to collaborate and to draw on the support of the Religious Education Leader.

Children with Additional or Special Educational Needs

Religious Education is for every pupil. Teachers respond to pupils' individual needs by adapting teaching, resources, communication, recording methods and levels of support so that all pupils can access the curriculum and make progress. Adaptation should remove barriers without unnecessarily reducing the ambition or richness of the Religious Education curriculum.

Assessment

Assessment establishes what pupils know, understand and can do in Religious Education. It celebrates achievement, identifies misconceptions and informs subsequent teaching. Faith itself, personal belief and the practice of faith are not assessed.

In line with current Archdiocesan guidance, there is no expectation that primary pupils are formally assessed using the Religious Education Directory. Progress is ascertained through continuous, informal, ongoing teacher assessment as pupils move through the branches.

Expected outcomes combine the content of the Knowledge Lenses with the skills of the Ways of Knowing. Teachers use these outcomes to inform professional judgements about pupils' progress.

Evidence includes:

- Discussion, questioning and pupils' oral responses.
- Work in Religious Education books and other independent outcomes.
- Teacher observation and focused observation where appropriate.
- Photographic or other appropriate evidence of practical, creative or collaborative learning.
- Pupil voice and pupils' ability to recall, connect and apply prior learning.

Tracking Data

The school collects appropriate information about pupils' progress in Religious Education from ongoing teacher assessment each term. Class, key stage and whole-school information is used by teachers, the Religious Education Leader and senior leaders to identify strengths, groups or individuals requiring further support, and priorities for curriculum development. The impact of actions arising from data is reviewed through the school's monitoring and self-evaluation processes.

Recording and Reporting

Recording provides an appropriate evidence base for pupils' learning over time. It may include written work, photographs, pupil voice, teacher observations and other evidence that demonstrates progress through the curriculum.

Parents and carers are informed about pupils' progress and achievement in Religious Education through the school's established reporting arrangements, including the annual written report and parent consultation. Information about standards and provision is also shared appropriately with senior leaders and governors.

Evaluation of Teaching and Learning

Monitoring Religious Education is an ongoing and cyclical process. The Religious Education Lead, working with senior leaders, considers the relationship between assessment information, planning, teaching and pupils' learning.

This involves:

- Scrutiny of pupils' work
- Learning walks and observation of teaching and learning.
- Pupil voice and teacher voice.
- Review of planning and curriculum coverage.
- Review of learning environments, displays and resources.
- Analysis of assessment information and the progress of groups of pupils.

Findings from monitoring inform the Catholic Self-Evaluation Document (CSED), the School Development/Improvement Plan and subsequent professional development.

Staff Development

The school is committed to developing staff confidence and subject knowledge in Religious Education. Staff receive appropriate professional development, including Archdiocesan updates and training relating to 'To Know You More Clearly'. The Religious Education Lead shares relevant guidance and supports colleagues in developing effective practice.

Staff Induction

New teachers, teaching assistants, supply staff, students and other classroom adults receive appropriate induction into the Catholic nature and mission of the school, the Religious Education curriculum and relevant expectations. The Religious Education Lead provides ongoing advice and support as required.

Resources – Teaching

The school provides appropriate, high-quality resources to support the Religious Education Directory and 'To Know You More Clearly'. These include age-appropriate Bibles and Scripture resources, religious artefacts, reference materials, digital resources and resources supporting Dialogue and Encounter. Resources are reviewed and updated to ensure that they remain suitable and support high-quality teaching.

Relationship of Religious Education to the Whole Curriculum

Prayer and Liturgy

- Religious Education and Prayer and Liturgy are closely related but distinct. Prayer and liturgy are central to the Catholic life and mission of St Paschal Baylon but are not part of the 10% curriculum allocation for Religious Education. The detailed organisation, progression, responsibilities, Annual Plan of Provision and monitoring arrangements are set out in the school's separate Prayer and Liturgy Policy.

Spiritual Development

- Through its mission, Catholic life, Religious Education curriculum and prayer and liturgy, the school provides opportunities for pupils to develop wonder, reflection, self-knowledge, an appreciation of beauty and creation, a sense of meaning and purpose, and respect for the beliefs and experiences of others.

Moral Development

- Moral development is rooted in the dignity of the human person, freedom, conscience, responsibility and the common good. Pupils are encouraged to reflect on choices and consequences, practise forgiveness and reconciliation, show compassion and justice, and consider how Gospel values shape everyday life.

Other Policies and Curriculum Areas

- Religious Education contributes to the wider Catholic curriculum and is considered alongside school policies and provision for RSHE/PSHE, equality, SEND, behaviour and relationships and safeguarding. These relationships should reflect the school mission and Catholic teaching.

Policy Formation and Consultation Period

This policy was written in accordance with the guidelines set out by the Liverpool Archdiocese and is reviewed on an annual basis.

Signed: A. Carr

Position: R.E. Lead

Signed: K. Nolan

Position: Chair of Governors