

St Edmund Campion

Religious Education Policy



'Hand in hand with Jesus Christ we live, love and learn together.'

"Let your light shine."

Matthew 5:16

School: St Edmund Campion Catholic Primary School

Trust: Our Lady of Lourdes Catholic Multi-Academy Trust

Hub: St Francis of Assisi Hub

Diocese: Diocese of Nottingham

Policy reviewed: July 2026

Next review: July 2027

Policy lead: Headteacher / Deputy Head + Religious Education Lead

Approved by governors

Linked policies and documents:

Catholic Life and Mission Policy; Collective Worship / Prayer and Liturgy Policy; RSHE Policy; SEND Policy; Equality Policy; Assessment Policy; Feedback Policy; Curriculum Policy; Behaviour Policy; Safeguarding Policy; Annual Plan of Provision for Prayer and Liturgy; World Faiths Policy and Progression; Catholic Self-Evaluation Document.

1. Mission Statement and Catholic Vision

At St Edmund Campion Catholic Primary School, our mission statement is:

“Hand in hand with Jesus Christ, we live, love and learn together.”

Religious Education is central to this mission. It helps pupils know Jesus Christ, understand the teachings of the Catholic Church, reflect spiritually, think ethically and respond with faith, hope and love in their daily lives.

At St Edmund Campion, Religious Education is not simply one subject among many. It is the “core of the core curriculum” in a Catholic school and forms part of the Church’s mission to educate the whole person. Through Religious Education, pupils are supported to grow in knowledge, understanding, faith, dignity, moral responsibility and service.

Religious Education at St Edmund Campion is rooted in Scripture, the teaching of the Church, the liturgical year, prayer, Catholic Social Teaching and the lived Catholic Life of the school.

2. Rationale: The Importance of Religious Education

Religious Education in a Catholic school is the comprehensive and systematic study of the mystery of God, the life and teaching of Jesus Christ, the teachings of the Church, the beliefs Catholics hold, and the relationship between faith and life.

The purpose of Religious Education is to form pupils who are religiously literate and engaged. Pupils should develop the knowledge, understanding and skills appropriate to their age and capacity so that they can reflect spiritually, think ethically and theologically, and understand the demands of religious commitment in everyday life.

At St Edmund Campion, Religious Education enables pupils to:

- know and understand the Catholic faith;
- encounter Scripture as the living Word of God;
- understand key Catholic beliefs, traditions, worship and moral teaching;
- ask questions, wonder and reflect;
- make links between faith and daily life;
- develop theological vocabulary and religious literacy;
- respond to Catholic Social Teaching;
- respect people of other faiths, religions and worldviews;
- understand their own dignity and the dignity of others;
- grow as disciples who seek to live out the Gospel.

Religious Education is both academic and formational. It develops pupils’ knowledge and understanding, while also supporting their spiritual and moral growth.

3. Parents, Parish and the Mission of the Church

Parents are the first educators of their children in faith. St Edmund Campion works in partnership with parents and carers to support pupils' religious, spiritual and moral formation.

The school supports parents by:

- sharing information about RE curriculum content;
- reporting pupils' progress in Religious Education;
- inviting families to Masses, liturgies and celebrations;
- supporting home prayer opportunities such as the Travelling Crib and Lent in a Bag;
- communicating through newsletters, the school website, SeeSaw and parent meetings;
- inviting feedback from parents and carers;
- working sensitively with families of all faith backgrounds and none.

The school also works closely with the parish community. Parish links help pupils understand that they belong to the wider Church, not only to the school community. The school supports parish sacramental preparation for First Holy Communion and Reconciliation, and pupils are given opportunities to participate in parish Masses and celebrations where appropriate.

Religious Education is strengthened by the school's relationship with the Diocese of Nottingham, Our Lady of Lourdes Catholic Multi-Academy Trust, the St Francis of Assisi Hub, diocesan advisers, Trust chaplaincy and parish clergy.

4. Aims of Religious Education

Through Religious Education, St Edmund Campion aims to develop pupils who:

- know and understand Catholic faith, Scripture, tradition, worship and moral teaching;
- can use appropriate religious and theological vocabulary;
- can make links between Scripture, belief, celebration and Christian living;
- can reflect spiritually and think ethically;
- can ask deep questions and listen respectfully to others;
- understand the relationship between faith and life;
- know how Catholic Social Teaching calls them to act for dignity, justice and the common good;
- understand and respect other faiths, religions and worldviews;
- are able to express their learning through speaking, writing, art, drama, prayer, reflection and action;
- can respond to learning through the head, heart and hands: understanding, discernment and response.

5. Curriculum Entitlement and Time Allocation

Religious Education is a core subject at St Edmund Campion and is given the same status, rigour and expectation as other core curriculum subjects.

In line with the expectations of the Bishops' Conference, at least **10% of curriculum time** is allocated to Religious Education. This does not include Collective Worship, Prayer and Liturgy, hymn practice, assemblies or sacramental preparation.

Class timetables must show the required RE allocation. Teachers may teach RE in regular weekly sessions or, where appropriate, block learning to allow pupils to engage more deeply with Scripture, extended tasks, art, drama, discussion or assessment.

All pupils are entitled to high-quality Religious Education that is ambitious, inclusive, well planned and faithful to the Religious Education Directory.

6. The Religious Education Directory: To Know You More Clearly

St Edmund Campion follows the Religious Education Directory, **To Know You More Clearly**. This curriculum provides the framework for Religious Education in Catholic schools in England and Wales.

The RED is scripture-centred, progressive and rooted in the liturgical year. It is designed to ensure that pupils revisit the Catholic story each year with increasing depth, knowledge and understanding.

The curriculum is organised through six branches:

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**

These branches are taught across the year and repeat annually so that pupils build knowledge and understanding over time. This spiral structure enables pupils to revisit key themes in the story of salvation, Scripture, Church teaching, prayer, liturgy, mission and dialogue.

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
					
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter

The RED uses four knowledge lenses. These define what pupils should know:

- **Hear** — Scripture and the Word of God.
- **Believe** — Catholic belief and teaching.
- **Celebrate** — prayer, liturgy and sacramental life.
- **Live** — Christian living, moral action and Catholic Social Teaching.

The RED also uses three ways of knowing. These describe how pupils develop their understanding:

- **Understand** — pupils comprehend religious texts, beliefs, rites and the lives of faith communities.
- **Discern** — pupils reflect, give reasons, consider different points of view and make thoughtful judgements.
- **Respond** — pupils reflect on how learning may shape their own lives, actions and relationships.

At St Edmund Campion, these ways of knowing are also expressed through **head, heart and hands**, helping pupils to know, reflect and act.

7. Teaching and Learning in Religious Education

High-quality Religious Education at St Edmund Campion is characterised by clear teaching, strong subject knowledge, creativity, challenge and deep respect for Scripture and Catholic tradition.

Teachers ensure that:

- every lesson has a clear learning intention;
- pupils know what they are learning and why it matters;
- Scripture is handled reverently and taught carefully;
- key vocabulary is explicitly taught and revisited;
- learning builds on prior knowledge;
- misconceptions are addressed quickly;
- pupils are supported to ask questions and wonder;
- pupils are given opportunities to think deeply;
- Catholic Social Teaching is linked to learning where appropriate;
- pupils are encouraged to reflect on how faith shapes life.

Teachers use a range of approaches, including:

- whole-class teaching;
- guided discussion;
- talk partners;

- Scripture Detectives;
- Big Questions;
- silent debates;
- drama and role play;
- art and music;
- independent research;
- use of artefacts;
- prayer and reflection;
- retrieval practice;
- extended writing;
- technology and visual resources;
- visits, visitors and workshops where appropriate.

Pupils are encouraged to think carefully, speak respectfully and use religious vocabulary accurately. They are taught that RE is challenging and important, and that it deserves the same effort, pride and care as other core subjects.

8. St Edmund Campion Expectations for RED Lessons

To ensure consistency across the school, teachers follow agreed SEC expectations for Religious Education.

These include:

- each lesson should have a clear learning intention;
- where the lesson is evidenced in books, pupils write a child-friendly learning intention as the title;
- every learning intention in the planning sequence should be taught to ensure accurate coverage;
- not every lesson needs to be evidenced in books;
- KS2 should evidence a minimum of seven lessons per branch in books;
- EYFS and KS1 should evidence a minimum of six lessons per branch, where appropriate;
- pre-topic and post-topic Big Question tasks are completed in addition to lesson evidence;
- pupils should receive at least two moving-on questions per branch;
- feedback may be verbal, written, live or whole-class;
- pupils respond to feedback using the agreed school approach;
- key religious vocabulary should be checked, corrected and revisited;

- pupils should complete at least two extended written responses per branch, adapted appropriately for age and need.

Teachers are encouraged to adapt resources and tasks to meet the needs of their class while remaining faithful to the RED content and expected outcomes.

9. Planning and Curriculum Design

Planning is based on the Religious Education Directory and the To Know You More Clearly curriculum.

Teachers use planning and resources from the Diocese, Our Lady of Lourdes Trust, RED steering group materials, CAFOD, Mark 10 Mission and other approved Catholic sources. YouCat for Kids and other catechetical resources are used to support teacher subject knowledge.

Each branch should include:

- a pre-topic task or Big Question to assess prior knowledge and open enquiry;
- planned teaching of RED content;
- opportunities for retrieval and vocabulary development;
- Scripture exploration;
- opportunities to understand, discern and respond;
- a post-topic task or Big Question to show progress;
- an assessed outcome where appropriate;
- opportunities to connect learning with prayer, liturgy or mission.

Teachers may use links with English, Art, Music, Drama, Geography, History or other subjects where this enriches RE learning. However, RE curriculum time must remain focused on RE knowledge, understanding and skills.

Where writing skills are being developed separately, pupils may draft extended writing in English lessons, but the religious knowledge, Scripture and theological content must be taught in RE.

10. Inclusion, SEND, EAL and Challenge

Every child is made in the image and likeness of God. Religious Education must therefore be accessible, ambitious and inclusive for all pupils.

Teachers adapt RE so that all pupils can access learning and demonstrate understanding. Support may include:

- pre-teaching vocabulary;
- visual prompts;
- dual coding;
- artefacts and images;
- sentence stems;

- word banks;
- simplified Scripture extracts where appropriate;
- adult scribing;
- partner talk;
- oral response;
- drama or drawing;
- alternative recording;
- guided groups;
- additional processing time;
- use of first language where helpful;
- technology to support communication and recording.

Pupils with SEND and EAL should be supported without reducing ambition. They should encounter rich Scripture, key vocabulary, Catholic belief and opportunities to respond meaningfully.

Higher-attaining pupils are challenged through:

- deeper theological questions;
- comparison of Scripture passages;
- reasoned arguments;
- use of precise vocabulary;
- links to Catholic Social Teaching;
- ethical reflection;
- independent research;
- evaluation of different viewpoints;
- opportunities to lead discussion or support others.

The RE Lead works with the SENDCo and staff to ensure adaptations are effective and that pupils' needs are considered in planning, teaching, assessment and monitoring.

11. Assessment, Feedback, Recording and Reporting

Assessment in Religious Education establishes what pupils know, understand and can do. It does not assess personal faith or the practice of faith.

Assessment follows diocesan and national guidance linked to the Religious Education Directory and the expected outcomes for each branch.

Assessment includes:

- questioning during lessons;
- pupil discussion;

- retrieval tasks;
- pre-topic and post-topic Big Questions;
- pupil self-assessment;
- teacher observation;
- work in books;
- end-of-branch tasks;
- assessed outcomes;
- pupil voice;
- moderation.

Feedback in RE should help pupils understand what they have learned and how they can deepen their understanding. Feedback may be verbal, live, written or whole-class. Teachers should provide moving-on questions that encourage pupils to think more deeply through head, heart and hand.

Pupils should be given opportunities to respond to feedback and improve their work.

Pupil work may be recorded through:

- written responses;
- extended writing;
- artwork;
- diagrams;
- Scripture work;
- drama photographs;
- oral responses;
- annotated photographs;
- mind maps;
- debate responses;
- reflections;
- prayer responses;
- assessment tasks.

Data is recorded termly using the school or Trust assessment system. The RE Lead and SLT use assessment information to monitor progress, identify pupils not on track and plan support or coaching where needed.

Religious Education is reported to parents through parents' evenings and the annual written report. RE is reported with the same importance as other core subjects.

Moderation takes place internally and with Trust or diocesan colleagues to support accurate assessment and shared understanding of standards.

12. Other Faiths, Religions and Worldviews

At St Edmund Campion, pupils learn about other faiths, religions and worldviews in a way that is respectful, accurate, progressive and faithful to Catholic teaching.

The aim is for pupils to know well, speak well and live well with others.

Through the SEC World Faiths curriculum, pupils learn about:

- Judaism;
- Islam;
- Hinduism;
- Sikhism;
- Buddhism;
- wider dialogue and encounter.

Every year group studies another world faith each half term:

- **Advent 1:** Judaism
- **Advent 2:** Islam
- **Lent 1:** Hinduism
- **Lent 2:** Sikhism
- **Pentecost 1:** Buddhism
- **Pentecost 2:** RED Branch 6: Dialogue and Encounter

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
					
Judaism	Islam	Hinduism	Sikhism	Buddhism	Dialogue and Encounter

This sequence repeats from EYFS to Year 6 with increasing depth. Pupils learn about core beliefs, practices, places of worship, sacred texts, festivals, key people and how believers live their faith in Britain today.

Teaching about other faiths is rooted in:

- the RED lenses: Hear, Believe, Celebrate and Live;
- the RED ways of knowing: Understand, Discern and Respond;
- Catholic Social Teaching, especially human dignity, the common good and solidarity;
- British Values, especially mutual respect and tolerance.

Pupils are taught to recognise similarities and real differences with honesty and respect. They are helped to avoid stereotypes and to understand that faith communities are diverse.

Learning may include:

- artefacts;
- sacred texts;
- images;
- visitors;
- family contributions;
- virtual tours;
- visits to places of worship;
- respectful dialogue;
- sensory and practical tasks;
- pupil reflection.

Sacred texts and objects are handled respectfully. Staff ensure accuracy and sensitivity, including appropriate guidance such as not using depictions of the Prophet Muhammad.

All visitors are checked and briefed in line with safeguarding procedures and school expectations.

13. Catholic Social Teaching and Wider Curriculum Links

Catholic Social Teaching is an important part of Religious Education at St Edmund Campion. Pupils are taught that faith must be lived through love, justice, service and care for creation.

Pupils learn about principles such as:

- human dignity;
- the common good;
- solidarity;
- subsidiarity;
- stewardship;
- the preferential option for the poor;
- peace;
- justice;
- dignity of work.

Catholic Social Teaching is developed through RED, worship, assemblies, school leadership groups and wider curriculum links.

Pupils are given opportunities to respond through:

- Mini Vinnies;

- CAFOD work;
- Eco Team;
- Harvest donations;
- Lent fundraising;
- parish outreach;
- support for local, national and global charities;
- Pilgrims of Hope work;
- care for creation;
- respectful action within the school community.

Teachers help pupils articulate the theology behind their actions by linking service to Scripture, Catholic teaching and the example of Jesus. Pupils are encouraged to understand that charitable action is not simply fundraising, but a response to the Gospel call to love our neighbour.

14. Prayer, Liturgy and Catholic Life Links

Religious Education is closely linked to the prayer and liturgical life of the school.

RE learning often leads into:

- class Celebration of the Word;
- prayer and reflection;
- pupil-led worship;
- Mass preparation;
- seasonal liturgies;
- Catholic Social Teaching action;
- RE displays;
- mission tasks;
- pupil reflections.

At the end of a branch, pupils will take part in a Celebration of the Word to share and respond to their learning.

The Annual Plan of Provision supports the connection between RE, Scripture, worship and the liturgical year. Pupils learn that what they study in RE is lived through prayer, worship, relationships and mission.

15. Resources

Religious Education is resourced appropriately to support high-quality teaching, learning, prayer and reflection.

Resources include:

- To Know You More Clearly materials;
- diocesan planning and guidance;
- Our Lady of Lourdes Trust resources;
- RED steering group materials;
- Bibles and age-appropriate Scripture;
- YouCat for Kids;
- CAFOD resources;
- Mark 10 Mission resources;
- Missio resources;
- The God Who Speaks resources;
- Catholic artefacts;
- prayer and liturgy resources;
- artwork and images;
- music;
- Other Faiths artefacts;
- books and digital resources;
- vocabulary mats and knowledge organisers where appropriate.

The RE Lead reviews resources regularly and identifies priorities for development. Staff are encouraged to request resources that will improve pupils' access, engagement and understanding.

16. Staff Formation and Professional Development

All staff support the Catholic ethos of the school and contribute to pupils' religious formation.

Staff formation in RE includes:

- RED implementation training;
- diocesan CPD;
- Trust training and moderation;
- staff meetings;
- coaching from the RE Lead;
- support from the diocesan adviser;
- shared planning;
- book looks;
- staff voice;

- training in theological vocabulary and subject knowledge;
- support with Scripture;
- Catholic Social Teaching CPD;
- assessment and moderation training.

New staff and teachers new to Catholic education receive induction into:

- the school mission statement;
- Catholic Life and Mission;
- RED curriculum expectations;
- prayer and liturgy;
- assessment and feedback in RE;
- Catholic Social Teaching;
- Other Faiths curriculum;
- parish links and sacramental life.

Staff are encouraged to ask for support with theological subject knowledge. The RE Lead, senior leaders, diocesan adviser, Trust colleagues and chaplaincy team provide guidance where needed.

17. Leadership of Religious Education

Religious Education is led by the RE Lead, supported by the Headteacher, SLT and governors.

The RE Lead is responsible for:

- leading the implementation of the RED;
- supporting planning and teaching;
- monitoring standards;
- analysing assessment;
- supporting staff subject knowledge;
- organising moderation;
- leading CPD;
- developing resources;
- monitoring pupil progress;
- supporting pupils not on track;
- gathering pupil voice;
- liaising with the Diocese and Trust;
- reporting to SLT and governors;
- contributing to the CSED and school development plan.

The Headteacher and SLT ensure that RE receives its proper status as a core subject and that sufficient time, staffing, CPD and resources are provided.

Governors monitor the quality and impact of Religious Education through reports, visits, discussions with leaders, pupil voice, book looks and review of school development priorities.

18. Monitoring, Evaluation and Improvement

Religious Education is monitored in line with other core subjects.

Monitoring may include:

- lesson visits;
- book looks;
- planning reviews;
- pupil voice;
- staff voice;
- assessment analysis;
- moderation;
- learning walks;
- scrutiny of displays;
- review of SEND and EAL adaptations;
- governor visits;
- Trust and diocesan review.

The RE Lead gives feedback to staff and identifies strengths and next steps. Monitoring outcomes inform:

- staff CPD;
- coaching;
- resource development;
- assessment actions;
- support for pupils not on track;
- school development planning;
- CSED updates;
- governor reports.

St Edmund Campion is committed to reflective practice. Leaders use evidence honestly and constructively to celebrate strengths and improve provision.

19. Equal Opportunities

Religious Education is for every pupil. All pupils are treated with dignity because they are made in the image and likeness of God.

The RE curriculum is inclusive and accessible regardless of:

- SEND;
- disability;
- gender;
- ethnicity;
- language;
- culture;
- socio-economic background;
- faith background;
- no faith background;
- prior attainment.

The teaching of RE promotes respect, dignity, compassion, justice and understanding. Pupils are taught to listen respectfully, speak accurately and recognise the value of others.

20. Right of Withdrawal

Parents have the legal right to request that their child is withdrawn from all or part of Religious Education.

As a Catholic school, Religious Education is central to the curriculum and to the mission of the school. It is expected that all pupils will participate in RE because it forms part of the education offered by St Edmund Campion.

Any request for withdrawal should be made in writing to the Headteacher. The Headteacher will meet with parents or carers to explain the nature and purpose of Religious Education and discuss the request sensitively.

Where withdrawal is confirmed, appropriate supervision will be arranged. The school will keep a record of any pupil withdrawn from Religious Education.

21. Policy Review

This policy will be reviewed annually by the RE Lead, Headteacher and governors.

The review will consider:

- diocesan guidance;
- Trust expectations;
- RED implementation updates;
- assessment and moderation outcomes;

- pupil progress;
- pupil voice;
- staff voice;
- parent voice;
- governor monitoring;
- CSED findings;
- school development priorities.

The policy will be updated as needed to ensure that Religious Education at St Edmund Campion remains faithful, ambitious, inclusive, current and inspection-ready.

22. Concluding Statement

Religious Education at St Edmund Campion is at the heart of our Catholic mission.

Through the RED curriculum, Scripture, prayer, Catholic Social Teaching, dialogue, reflection and action, pupils are helped to know Christ more clearly and to live as people of faith, hope and love.

As a school family, we continue to walk **hand in hand with Jesus Christ**, living, loving and learning together.

