



OUR LADY AND ST HUBERT'S CATHOLIC PRIMARY SCHOOL

Religious Education Policy

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Contents page

Section	Page
1. School Mission	3
2. Introduction	3
3. Aims and Purpose of Religious Education	4
4. Vision for Religious Education	4
5. Implementation	4
6. Overview of Religious Education Curriculum	5
7. Catholic Social Teaching	6
8. Planning in Religious Education	7
9. Assessment in Religious Education	8
10. Monitoring in Religious Education	9
11. Sacramental Preparation	9
12. Learning about World Religions	10
13. Prayer	10
14. SMSVC	11
15. Catholic School Pupil Profile	13
16. Equal Opportunities	13
17. Staff Development	13
18. Links with Parents	14
19. Roles and Responsibilities	14
20. Governing Body	15
21. Monitoring and Review of the Policy	15

1. School Mission

At Our Lady and St. Hubert's Catholic Primary School, our Mission is:

**AT OUR LADY AND ST HUBERT'S,
HOME SCHOOL AND PARISH WORK TOGETHER,
AS WE GROW AND LEARN,
KNOWING THAT GOD IS WITH US IN ALL WE DO.**

2. Introduction

At Our Lady and St. Hubert's Catholic Primary School, Jesus Christ is central to every aspect of school life.

We strive to bring faith and cultural influences together, applying Christ's message to human living today and making it relatable to all. RE in our school is not solely taught as a curriculum area but as a way of life. Through it, we promote the gospel values and honour God with praise and reverence. It is an opportunity for everyone to develop their own personal faith journey and to enter a communion with God, made possible, through the divine work of Jesus his Son and the witness of the Holy Spirit. This is achieved through Prayer and Liturgy, RE lessons, PSHE lessons and roles and responsibilities throughout the school, which deepen our Catholic life and the ethos of our school.

Our school offers a high standard of Catholic education where children can grow in understanding and in the acquisition of skills, attitudes and values in all subject areas. In delivering the curriculum we recognise the uniqueness of each child and respect the value, dignity and individuality of each one, celebrating diversity and learning the values of mutual respect, individual liberty and tolerance.

We attach great importance to good relationships within the school community and recognise that the strong partnership, which exists between school, home and parish, must be nurtured if we are to grow and develop as a living and worshipping community and truly provide a Christ centered environment for the children in our care.

3. Aim and Purpose of Religious Education

At Our Lady and St. Hubert's Catholic Primary School, aim is to guide our pupils to grow in knowledge, understanding and love of God. In addition to this, Religious Education should:

- nurture children's faith;
- promote children's understanding and appreciation of Catholic teaching and practice;
- develop the children's involvement with the Church and local community;
- help children to develop personal, spiritual and moral values, respect and tolerance for others and an understanding of interdependence between groups and nations;
- develop the skills required to be able to examine and reflect on religious belief and practice, including those from other faiths and cultures;
- develop a sense of awe and wonder;
- involve parents in the spiritual development of their child;
- make our Mission a lived experience for our school community.

4. Vision for Religious Education

At Our Lady and St. Hubert's Catholic Primary School, our vision for Religious Education is that every child is empowered to live out the teachings of Jesus Christ, rooted in the love of God. We are committed to supporting the Diocesan vision of unfolding God's plan by nurturing joyful, missionary disciples who actively contribute to building the Kingdom of God within our school and wider community.

- **"Every child"** – This refers to all children, regardless of religion, faith background, ability, ethnicity, or circumstance. No child is excluded from encountering Christ's message.
- **"Teachings of Jesus Christ"** – Encompasses the life and message of Jesus as revealed in Scripture, as well as the principles of **Catholic Social Teaching** and the **Jesuit Virtues and Values** that guide our daily living.
- **"Missionary disciples"** – Pupils are encouraged and supported to understand, articulate, and live out their faith. They are inspired to share the love of Christ with others through their words, actions, and choices.
- **"Building the Kingdom of God"** – Reflects our commitment to justice, peace, and love, echoing the call of the **Lord's Prayer** to bring about God's kingdom on Earth through compassionate and purposeful action.
- **"Joyfully"** – We strive to ensure that children find joy and meaning in their Religious Education and in all aspects of Catholic Life. Our aim is for pupils to speak positively about their experiences and to genuinely love their engagement with the faith.

5. Implementation

All RE lessons should:

- give glory and honor to God above all, and other religious figures being studied;
- be structured to ensure a quality experience for all learners.
- be clear in their liturgical focus and varied in their delivery to reinforce the message that there are many ways to pray, learn and embrace a relationship

with God.

6. Overview of Religious Education Curriculum

The schools of the Archdiocese of Birmingham use the Diocese's own curriculum strategy from Pre-School (Nursery) to Year 6 called 'Learning and Growing as the People of God.' (often referred to as 'The Strategy').

The Strategy was written using the Learning Outcomes provided in the Bishop's Conference

document the *Curriculum Directory* as a basis. The Strategy provides teachers with a range of suggested cross-curricular activities which can be differentiated to suit the learning needs of the children in their class in order for them to explore the Catholic faith and achieve the learning outcomes. There is a strong emphasis on pupils engaging with and responding to questions of life in the light of religious teaching.

This flexible approach enables teachers to incorporate their own creative teaching ideas into the delivery of the Strategy.

The Strategy is divided into a number of units for each year group, usually 12, which cover four main areas of study:

- **The Liturgical Seasons of the Church's Year:** The children find out about the significance of each season, its particular signs and symbols and the different liturgies celebrated in each season.
- **Scripture:** The children study both Old Testament and New Testament Scripture in order to give them familiarity and knowledge of Scripture as well as enabling them to explore and understand how Catholic beliefs are rooted in what Scripture reveals to us.
- **The Sacraments:** There is a strong Sacramental focus in each year group. The Year 3 and Year 6 books fully prepare the children to receive the Sacraments of Reconciliation and Eucharist in Year 3 and Confirmation in Year 6.
- **Living as Christians including Prayer:** The children learn about what it is to live as Christians today, how the Church is organised from global to parish level and also the opportunities which exist for them to participate in the life of the Church.

In each unit, there are additional planned opportunities to pray and time to reflect.

7. Catholic Social Teaching

As a Catholic school, we encourage our children to be ambassadors of the faith and to implement the teachings of Jesus' Gospel values by putting Catholic Social Teaching into action. By doing this, we develop them as well-rounded individuals who are well-prepared for life's challenges. Our children will leave Our Lady and St. Hubert's knowing that they contribute positively to the world they live in.

Catholic Social Teaching (CST) is a body of doctrine developed by the Catholic Church on matters of social justice, encompassing issues like poverty, wealth, education, economics, and the role of government. It provides a moral compass, guiding Catholics on how to live out their faith in the world and contribute to building a just and peaceful society.

Our model for CST is rooted in the principles outlined in Caritas in Action by Caritas Diocese of Salford. It serves as our moral compass, guiding us in how to live out our faith in the world. Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we strive to bring about God's justice, love, and peace in a world that is often unjust and broken. Catholic Social Teaching is embedded throughout our entire curriculum, shaping the values, choices, and actions of our school community.

The principles of CST are:

1. Dignity of the Human Person
2. Family and Community
3. Solidarity and the Common Good
4. Dignity of Work and the Rights of Workers
5. Right and Responsibilities
6. Option for the Poor and Vulnerable
7. Stewardship of God's Creation

At Our Lady and St. Hubert's Catholic Primary School, it is part of our responsibility to participate in social action to make a difference for the common good of all and not just our own immediate community. Examples of how we do this are:

- participating in fundraising activities for suitable causes
- collecting for local food banks
- recycling preloved uniform
- child led groups including: Liturgy Leaders and Mini Vinnies

8. Planning in Religious Education

Long Term Planning

- The RE subject leader is responsible for producing an annual long-term plan that clearly outlines which units will be taught, the order in which they will be delivered, and the duration of each unit. The plan should also identify the three units that will be formally assessed, highlighted for clarity.
- Class timetables in Key Stage 1 and Key Stage 2 must demonstrate that 10% of curriculum time is allocated to Religious Education, in line with the expectations set by the Bishops' Conference.
- The 10% curriculum time must be made up of dedicated Religious Education lessons. This time **does not** include daily collective worship (e.g. class prayer), assemblies, hymn practice, Mass, or the teaching of PSHE/RSE. However, liturgies or prayer services that are explicitly planned for and delivered as part of the *Learning and Growing as the People of God* programme **may** be included.
- In EYFS, the expectation for 10% curriculum time in Religious Education is met through a combination of discrete teaching and continuous provision. This should include at least two discrete RE sessions per week, delivered on separate days, as well as planned opportunities within continuous provision that link meaningfully to the theme of the learning. These elements should be intentional, clearly recorded in planning, and aligned with the RE curriculum to support children's spiritual and religious development.

Medium Term Planning

- Those responsible for teaching RE should complete a medium term plan for each unit of work.
- In RE, medium term planning always refers to the planning of a unit as a whole rather than the usual reference to a half term plan.
- It is acceptable for this planning to be completed by downloading and highlighting/annotating the relevant units or as annotations on a PowerPoint slide.
- Teachers may substitute alternative activities as long as the Learning Outcome is being met.
- Teachers must specifically plan for the Attainment Targets from the Age Related Standards to be covered across each phase.
- There is no expectation that every teaching strategy should be used.

Short Term Planning

- Those responsible for teaching RE should complete a weekly plan for RE.
- Short Term planning should indicate how the activities are being adapted to meet the needs of the different learners within the class including those with SEND and those working at Greater Depth.
- Short term planning should indicate which skills from which Attainment Targets of the Age Related Standards (National) have been incorporated into that week's lessons (by writing codes in brackets next to Learning Objectives e.g. (KU1)).
- Short term planning should include key questions aimed at specific learners or groups of learners based on the Age Related Standards (National).
- Short term planning should indicate the focus for prayer within the classroom that week.

- Opportunities to make links with SMVSC, CSPP (Virtues) and Catholic Social Teachings should be identified.

9. Assessment in Religious Education

Formative Assessment: Assessment for Learning

- Marking and feedback should be given in relation to the RE Learning Outcomes.
- Marking and feedback should give guidance to the child about what they have done well and what they need to do to improve and extend their learning.
- All work should be marked in accordance with the school policy.
- Marking should focus primarily on the RE skills the pupil has demonstrated rather than their English language skills.
- The exceptions to this include:
 - the names of prominent religious figures being spelled with capital letter e.g. God, Jesus Christ, Mary. The correction of these is non-negotiable from the point at which a child is taught to use Capital Letters (usually EYFS) onwards. This is to reinforce the appropriate honour and respect due to them.

Summative Assessment: End of Unit Assessments (Diocesan)

- The Diocese will select the strand of RE for monitoring and assessment for all schools to follow (The Liturgical Year, Scripture, The Sacraments or Living as Christians including Prayer).
- Each year, the RE subject lead will provide teachers of RE with a schedule of which three end of unit assessments are to be completed during the year.
- Teachers of RE should complete the end of unit assessment sheets (Excel Record Sheets) for each child in their class.
- Teacher judgements should be based on a range of evidence gathered throughout the unit, including the quality of written work in books, children's verbal contributions during class discussions, and other relevant responses that demonstrate understanding and engagement with the learning. Judgements should reflect a holistic view of each child's progress in Religious Education.
- Child's work and teacher assessments will be regularly monitored and moderated by the RE Subject Leader.
- Evidence in RE Books and/or Learning Journals should be retained for three years + the current academic year. A sample may be selected to retain beyond the current academic year.

Summative Assessment – Age Related Standards (National)

- Three focus "tracked" children should be selected for each class and tracked

over a phase. 1 x child working **at** Age Related standards, 1 x child working **above** Age Related standards, 1 x child working **below** Age Related standards.

- RE teachers should assess pieces of work throughout the year against the Age Related standards.
- Evidence of the Age Related Standards must be kept by the RE subject lead **either** by keeping samples of book **or** compiling a portfolio of work.
- A selection of work samples should be moderated.
- At the end of the academic year an overall assessment judgment should be made for each of the focus “tracked” children.
- The chosen children may be changed at the end of each phase. I.e. at the end of Reception, Year 2, Year 4 and Year 6.

10. Monitoring in Religious Education

The RE subject lead and Headteacher will be responsible for:

- reviewing samples of pupils’ work across the age and ability range
- monitoring and evaluating medium and short term planning
- observing lessons and undertaking learning walks
- conducting pupil interviews
- monitoring prayer areas and displays
- analysing outcomes from end of unit class assessment sheets, including significant groups
- analysing outcomes of Reception baseline assessment
- monitoring Catholic Life provision

11. Sacramental Preparation

At Our Lady and St. Hubert’s Catholic Primary School, we believe that it is important for children in our Catholic school to take a full and active part in Sacramental Preparation.

In school, children will learn about the Sacrament they are receiving through RE units, retreats, visits (from clergy members and to sites of religious worship), and specialist preparation materials including videos. The children may also be set home-learning tasks to complete outside of the classroom.

Links are strengthened and maintained with families by hosting compulsory meetings and workshops for the parents of children receiving Sacraments. These meetings allow us to share with parents what is expected of them, the children, the parish members and the staff at school at all stages. At the meetings, logistics are also discussed and caregivers can ask questions. The sessions may also include a workshop where caregivers can reflect and pray with their child prior to making their Sacrament.

Sacraments are also celebrated within school. We celebrate as a school community through prayer, Masses and assemblies.

12. Learning About World Religions

Children are taught about other world religions throughout the school year through the broad and balanced curriculum and through assemblies. Each year, a dedicated Multi-Faith Week is planned to educate pupils about a range of world religions more deeply. Throughout the week, the British Values of tolerance, respect, and inclusion are actively promoted. All pupils engage in cross-curricular learning experiences that deepen their understanding of the beliefs, practices, and cultural significance of other faiths.

Pre School - Hinduism

Reception - Sikhism

Year 1 - Judaism

Year 2 - Islam

Year 3 - Hinduism

Year 4 - Judaism

Year 5 - Islam

Year 6 - Sikhism

13. Prayer

For further information, please refer to our **Prayer and Liturgy Policy**.

We encourage our children to take part and experience many different forms of prayer. At Our Lady and St. Hubert's Catholic Primary School, there is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer life of the Church. This includes a thoughtful balance between traditional, structured prayers and opportunities for creative and spontaneous prayer experiences.

Prayer and worship take place in many forms across the school community, including:

- **Daily Prayers:** Prayers are said at key moments of the day — at the start of the day, before and after lunch, and at the end of the day.
- **Collective Worship:** This includes liturgies and assemblies held at whole school, key stage, year group, and class levels. Special 'Prayer & Praise' assemblies celebrate pupils' unique talents and contributions to school life and achievements outside of school.
- **Holy Mass:** Mass is celebrated regularly at whole school, phase, year group, and class levels. All Holy Days of Obligation are honoured as a whole school community.
- **Child-Led Prayer:** Children are given regular opportunities to plan and lead acts of collective worship, fostering ownership of their prayer life.
- **Hymn Practice:** Singing forms a vital part of worship and helps to deepen understanding of faith themes.

- **Prayer Bags:** These are used to extend links between home and school, encouraging family involvement in the school's prayer life. These are done at select times in the liturgical year E.g. Lent / Advent.
- **Staff Prayer:** Prayer is shared among staff during briefings, meetings, and INSET days, nurturing the spiritual life of the whole school community.

14. SMSVC

At Our Lady and St. Hubert's Catholic Primary School, SMSVC is a core part of our curriculum and school life. It supports the development of the whole child and reflects our Catholic ethos, helping pupils grow in character, purpose, and understanding. SMSVC helps children understand their personal and social development, equipping them with the knowledge, skills, and values they need to lead confident, healthy, independent lives. It also supports their journey to becoming informed, responsible, and active citizens. Rooted in Gospel values and reinforced by British Values and our school virtues, SMSVC is embedded in everything we do.

Spiritual Development

Children demonstrate spiritual development through:

- reflecting on their own beliefs and showing interest and respect for the beliefs, values, and feelings of others.
- finding joy and fascination in learning about themselves, others, and the wider world
- using imagination and creativity in their learning.
- reflecting meaningfully on personal experiences.

Moral Development

Children demonstrate moral development through:

- understanding right from wrong and applying this in their own actions, with respect for both civil and criminal law.
- recognising the consequences of their behaviour and actions.
- exploring moral and ethical issues with reasoned viewpoints, while respecting differing perspectives.

Social Development

Children demonstrate social development through:

- access to Catholic Social Teaching learning and opportunities
- applying social skills in varied contexts, including collaboration with peers from different backgrounds.
- participating in group activities and resolving conflicts effectively.
- showing a willingness to help others and volunteer.
- understanding how communities and societies function on local, national, and global levels.
- embracing British Values—democracy, rule of law, mutual respect, and tolerance—which enable them to contribute positively to life in modern Britain.

Vocational Development

Children demonstrate vocational development through:

- actively helping others in the community and living out values of sacrifice and almsgiving.
- showing forgiveness, compassion, peace, and mercy in their relationships.
- striving to live out faithfulness, purity, and holiness in their actions.
- having the opportunity to hear from others who live out their vocations beyond school and into the wider world.

Cultural Development

Children demonstrate cultural development through:

- appreciating the cultural influences that have shaped their own heritage and that of others.
- participating in and responding to artistic, musical, sporting, scientific, and cultural opportunities.
- valuing the diversity of modern Britain as essential to their preparation for adult life.
- respecting and celebrating cultural and religious differences within local, national, and global communities.

We are committed to providing rich, diverse experiences that support pupils' spiritual, moral, social, vocational, and cultural development. These opportunities are integrated across the curriculum, particularly in RE, RSE, and PSHE, as well as through cross-curricular and whole-school activities.

15. Catholic School Pupil Profile

At Our Lady and St. Hubert's Catholic Primary School, we follow the Catholic School Pupil Profile, which is based on Jesuit values. This framework promotes the development of character through eight pairs of virtues that guide children to live more meaningful, joyful, and purposeful lives. Each half term, we focus on one pair of virtues, exploring their meaning and how they can be lived out in our everyday

actions and relationships.

The sets of virtues are:

- Curious and Active
- Intentional and Prophetic
- Grateful and Generous
- Attentive and Discerning
- Compassionate and Loving
- Faith-filled and Hopeful
- Eloquent and Truthful
- Learned and Wise



16. Equal Opportunities and Inclusion

All children have equal access to the RE curriculum, regardless of religion, gender, culture or special educational needs and/or disabilities. Full participation in all aspects of RE is expected. As a Catholic school, Jesus Christ remains central to every aspect of school life. All pupils are educated in the beliefs and devotional practices of the Catholic Church. Parents and carers are advised that, in desiring a Catholic education for their child, it is expected that all pupils will participate in RE lessons.

17. Staff Development

At Our Lady and St. Hubert's Catholic Primary School, we are committed to continuously developing the theological and professional expertise of all our teaching staff. As part of the Emmaus Catholic Multi Academy Company (MAC), our staff have access to a wide range of Religious Education (RE) professional development opportunities organised across the MAC and the Diocese.

Teachers also benefit from the Continuing Professional Development Framework (CPDF) provided by the Diocese, which includes specialised training for Early Career Teachers (ECTs) and those new to teaching in a Catholic school.

Where appropriate, joint staff meetings and training sessions are held in collaboration with our linked primary schools within the Emmaus MAC to promote shared learning and support.

18. Links with Parents

Celebrations and events related to the Catholic Life of our school are shared in school newsletters, on Class Dojo and published on the school website. Parents and families are regularly invited to join the school community in celebrations, liturgy, mass and fundraising activities.

19. Roles and Responsibilities

The RE subject lead will work in close consultation with the Headteacher, Phase Leaders, Parish Priest and RE Link Governor.

The RE subject lead will:

- be familiar with each year group of 'Learning and Growing as the People of God'
- be available to individual teachers for guidance and support
- keep staff informed of current thinking in RE and any new materials / publications
- distribute and provide training on relevant assessment proformas
- attend RE courses and cluster meetings and share the information gained with staff
- arrange and organise INSET training to meet staffs' needs
- monitor the progress of the Birmingham Diocesan RE programme and assessment throughout the school through evaluating planning, assessments and classroom observations
- organise rotas for Masses in consultation with the Parish Priest
- be responsible for the management of the RE budget (with finance advisor)
- provide information and support Sacramental preparation
- monitor and evaluate prayer spaces around school and RE related activities

Class teachers will:

- support pupils with preparation, participation and leading of daily acts of collective worship
- deliver the programme of study 'Learning and Growing as the People of God' and utilise RE resources
- prepare children adequately to receive the Sacraments of First Holy Communion and Reconciliation (Year 3) and Confirmation (Year 6). Pupils and their families may elect to receive other Sacraments at other times e.g. Baptism, Sacrament of the Sick. Staff will support with this in any way required.
- assess the children's knowledge and understanding against the criteria for the unit
- promote home/school links wherever possible, including via the prayer bags.
- communicate with parents regarding their child's progress and attainment in RE via parents' evening appointments and written reports.
- attend RE courses, CPDF and staff meetings and inform the RE subject lead if they feel further development is needed

20. Governing Body

RE is always a key part of the School Development Plan, and is reported upon half termly as part of the Headteacher's Report to Governors. In addition, the RE Subject Leader reports back to the Governing Body once a term.

Governors are also invited to join with other members of the whole school community in the celebration of Mass each week. Two members of the governing body has the role of RE Link Governor (Fr. Roger & Mrs Ly Tran) and meets regularly with the Principal and RE subjectleader. The RE Link Governor is involved in the monitoring and evaluation of RE, Prayer and Catholic Life including timetabling, data analysis and school environment. As RE Link Governor holds QTS, they may also participate in learning walks and lesson observations.

21. Monitoring and Review of the Policy

The RE Subject Leader and Headteacher will monitor the implementation of the policy. All staff will be involved in evaluating the effectiveness of this policy in helping to improve standards of teaching and learning. This evaluation will inform the process for reviewing this policy.

Review: July 2026