

# St William's Catholic Primary School



## Religious Education Policy

September 2025



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### **Mission Statement:**

*"By following Jesus' example, standing side by side,  
we will nurture each other to fulfil our hopes and dreams."*

### **Motto:**

*If you can dream it, you can achieve it!*

### **Aims: Following Jesus' example, we will:**

- Develop trusting relationships
- Respect, love and forgive all
- Encourage curiosity and confidence
- Aspire to be the best we can be
- Make a difference by working together

## **Overview of the Curriculum**

At St William's Catholic Primary School, our curriculum stems from our Mission Statement:

'By following Jesus' example, standing side by side, we will nurture each other to fulfil our hopes and dreams'.

We are passionate about helping every child to fulfil their potential and become an all-round versatile citizen with the skills needed to succeed in life. We design our curriculum to ensure it is fully inclusive of every child and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We recognise that we live in a rapidly changing digital world and at St William's we want to enable our children to not just learn WHAT to think, but HOW to think by developing intellectual learning behaviours. 'Thinking' is at the heart of our curriculum because our intent is to future proof our children, so they become independent and resilient citizens.

### **Intent**

Through the Mission Statement, we aim to ensure that Religious Education meets the needs of all our children by embracing the three elements of education, evangelisation and catechesis. We study the mystery of God, the life and teaching of Jesus Christ, and the central beliefs of Catholics through the Archdiocesan R.E. scheme *Come and See* and the recommended model curriculum, *To Know You More Clearly*.

Our teaching develops an understanding of the relationship between the teachings of Jesus and everyday life. It also prepares our children for the reception of and participation in the sacraments of Reconciliation, Eucharist and Confirmation. We encourage pupils to develop skills and attitudes that allow them to make a full and informed response to Jesus' call to follow him.

We are committed to promoting the uniqueness and dignity of each member of our school community, recognising all as created in the image and likeness of God. Alongside this, we foster an appreciation for the whole of God's creation and nurture the vital partnership between home, school and parish.

### **Implementation**

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables.

#### **To know You more clearly:**

In year groups Nursery through to Year 4 the delivery of R.E. will be supported by the model curriculum 'To know Your more clearly', this will be supported by the Archdiocese of Liverpool Scheme of Work. This programme is currently optional but will be compulsory for all year groups from January 2027. We are following the Archdiocese of Liverpool's rollout and have introduced the programme to each year group accordingly.

The model curriculum has six components that will be known as branches. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

The six branches are:

1. Creation and Covenant
2. Prophecy and Promise
3. From Galilee to Jerusalem
4. From Desert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter

The study of other Religions and Worldviews

- Dialogue
- Encounter

The Sacraments - these are taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith. The approach taken should encompass a variety of teaching and learning styles, which enable the needs of individual pupils to be met through a broad and balanced, cross-curricular, creative lessons.

Ways of Knowing - set out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are: **understand, discern, and respond.**

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### **Come and See:**

From September 2025, in year groups 5 & 6, the delivery of R.E. will continue to be supported by the 'Come and See' programme for Religious Education; recommended by the Archdiocese of Liverpool.

### Overview

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each year at greater depth. They are Church, Sacrament and Christian Living.

### Process

The process for delivering the topics in 'Come and See' has three stages - Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

- Explore  
This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon (Teaching Time- 1 week).

- **Reveal**  
This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living (Teaching Time- 2 weeks).
- **Respond**  
This is where the learning is assimilated, celebrated and responded to in daily life (Teaching Time- 1 week).

### Topics

Each year group will complete a total of 9 topics and an additional 2 topics looking at other faiths. Judaism and Sikhism are covered in both year groups.

*\*\*An overview of both curriculums can be found on our school website\*\**

### **Impact**

The impact and measure of implementation is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum, but also skills which equip them to progress from the start of their Religious Education journey in Nursery up until the end of Key Stage 2.

Children's progression is clearly visible in the quality of work produced across each year group. To ensure the curriculum has a real impact, subject and school leaders regularly review its effectiveness by listening to the views of our pupils, gathering assessments, tracking progress, and sharing outcomes with governors and parents. This approach guarantees that pupils are always challenged to reach their full potential, while our curriculum continues to evolve to reflect the world around them.

### **Planning**

R.E, is taught as a discrete curriculum subject and for 10% of the curriculum timetable as suggested.

Teachers are given detailed Medium-Term Plans for R.E., provided by Liverpool Archdiocese. These plans are then adapted, annotated, and supplemented by teachers to meet the specific needs of their current cohort. Annotations should include the date, any adaptations made for individual groups or learners, and any additional resources used.

The adjusted Medium-Term Plans form the basis of the Short-Term Planning for each year group.

Teachers have the freedom and responsibility to create their own tasks and resources as long as they are in line with the teaching sequences set out in the medium term planning.




*\*\*Long-Term Plans for both *Come and See* and *To Know You More Clearly* are available on the school website\*\**

## Feedback and Marking

Teachers will acknowledge the child's work using a green tick.

If work has been marked/supported by a teaching assistant, a blue pen is used.

Teachers/TA's indicate if the child has met the learning objective using the following system:

	Learning objective achieved/understood
	Some understanding shown but not secure
	Learning objective not met/understood

The following abbreviations will also be used-

Sp- Key words relating to RE are spelled incorrectly. They are modelled correctly for the child underneath the piece of work. General spelling and grammar mistakes should not be highlighted in R.E. books.

T- Work completed with support from the teacher

TA- Work completed with support from a TA.

I- Work has been completed independently.

During the following lesson, teachers address common misconceptions verbally with the whole class/use of retrieval activities, including the use of the 'Fingertip 5 R.E. cap'.

The use of purple pen/pencil to respond to corrections/fix-it time is used by pupils in Y2-Y6.

EYFS/Year 1 Learning Journeys- Teachers include a narrative to accompany work and photographs. Annotations of work and pupil voice are added using green pen. Any misconceptions will be addressed as above.

## Assessment

Assessment in R.E. takes place through everyday teaching and learning. While this may sometimes involve more formal, focused observations, it is mostly gathered through pupils' books/class portfolios, classroom discussions, photographs, group work, independent tasks, and other evidence of learning. In addition, as mentioned above, children make effective use of the *Fingertip 5 R.E. cap* to help each other recall five key points from the previous lesson or week. This strategy both demonstrates their understanding of the content and provides opportunities to address any misconceptions.

Together, this builds a clear picture of each child's progress. As the class teacher, this understanding of progress should feed into parent meetings and formal reports.

In addition, the following data is collected each term and at the end of the year:

- Class-level data
- Whole-school data
- Group comparisons (e.g. boys/girls, EAL, Pupil Premium, FSM, SEN), including comparison with other subjects.

When making end of term and end of year judgements, teachers use the same terminology in line with Maths, English and Science. These terminologies are: -

- Working Below the expected standard
- Working Towards the expected standard
- Working at the expected standard
- Working at Greater Depth

*\*\*There is currently no expectation that pupils in primary school should be formally assessed using the Religious Education Directory (To know You more clearly) or if using the Come and See programme\*\**

### **Resources**

The R.E. lead has sole responsibility for sharing resources, useful documents and planning available from the SharePoint online- provided by Liverpool Archdiocese.

R.E. resources in school are stored centrally in the library. Each class also has copies of *God's Story* and *The Church's Story*, as well as a digital version available on every teacher's laptop. Bibles are kept both in classrooms and in the library.

Some year groups have a 'Golden Box' containing role-play resources such as material and peg dolls. In addition, a wide range of fiction and non-fiction texts are available to enrich R.E. lessons, which can also be found in the school library.

All staff have access to resources to support worship within their classrooms, such as material, candles and items for display. Additional worship resources, including fabrics, pictures, posters, ornaments, candles, and candle holders, are also available when needed, and can be ordered upon request. Each class has their own, individual prayer table to support worship in class.

Resource boxes for the other faiths topics of Sikhism and Hinduism are also available.

The R.E. lead and headteacher are responsible for maintaining and updating all resources alongside checking the SharePoint regularly.

### **Links with Parents**

At St. William's, we place great value on working in close partnership with parents, recognising them as the first educators of their children and vital partners in their faith journey. This partnership takes many forms and is deeply embedded in the life of our school. Parents play an active role alongside the headteacher and staff in the preparation for, and celebration of, the Sacraments, ensuring that these milestones in faith are shared, supported, and strengthened both at home and in school.

We also warmly welcome parents into school to join us for our many special celebrations throughout the year. These include significant moments in the liturgical calendar such as Christmas and Easter performances, as well as opportunities for prayer and reflection like Stay and Pray (Celebration of the Word) services. In addition, parents are invited to attend all of our school Masses, allowing them to share in the spiritual life of the school and worship together as a community of faith.

Through these shared experiences, we seek to build strong, supportive, and lasting relationships with families, creating a united partnership that nurtures the faith, learning, and personal growth of every child.

Every year group will welcome families for 'Stay and Pray' and each has a specific theme, these are spread across the year, as outlined below.

**Stay and Pray:**

Autumn Term- Y6, Harvest Y4, Remembrance	Spring Term- Nursery, Friendship Y1, Mothers Reception, Spring	Summer Term- Y2, Neighbours Y3, Thanksgiving Y5, Inspirational People
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In addition, our families are kept fully informed through a variety of communications. They receive a termly newsletter, updates on any amendments to school policies, a weekly newsletter highlighting upcoming events—including faith-based learning and activities—and the Wednesday Word. Families are always encouraged to provide feedback or raise any questions they may have.

At the end of each academic year, and during Parent's Evenings, families are given detailed information about their child's progress and attainment in Religious Education, ensuring they are fully aware of their child's development and achievements.

### **Links with the Parish and Local Community**

Our school is an integral part of the Parish of St. William, and we are blessed by the regular presence of Fr. Paul, who visits often to support and guide our children. Key Stage 2 pupils attend Mass in school on a rota basis, and we actively encourage all children and their families to join the



parish community by attending Mass regularly at St. Patrick's Church. (Mass times are available on our school website.)

As part of their Religious Education, children also visit the church throughout the year, deepening their understanding and strengthening their faith through real-life experiences.

We are proud to work in partnership with **CAFOD**, who support our school through assemblies linked to Catholic Social Teaching and CAFOD World Gifts. Our pupils also engage in charitable giving, with the school regularly donating to CAFOD throughout the year, helping them to develop a sense of global responsibility and solidarity.

Each autumn, we further demonstrate our commitment to serving others by supporting local charities. We make donations to *The Brick* and *The Shoebox Fairies*, helping those in need within our wider community.

### **Sacramental Preparation**

Children are encouraged to be personal examples of the life of God within us all. They are reminded to attend Mass and the Sacraments. The school supports the Parish and the parents to prepare the children for the Sacraments of the Reconciliation and Eucharist.

The school plays a large part in the children's preparation for receiving the sacraments of Reconciliation and Eucharist, in partnership with their parents and the Parish Priest. This takes place through monthly meetings/workshops throughout the Autumn and Spring terms of Y4. Children make their first Confession at a family reconciliation service during Lent. They then receive their First Communion during a Mass in the first half of the Summer within The Parish of St. William.

### **Early Years Religious Education Statement**

St. William's Nursery serves children from the local community, both Catholic and non-Catholic. Although the school criteria gives priority to children of the Catholic faith, we often have a number of non-Catholic children attending our Nursery setting.

In recognition of this fact, and taking into account the stage of development of the children, Religious Education in the Nursery is not compulsory, but we have chosen to include R.E. within our curriculum, currently using 'To know You more clearly', the model curriculum recommended by Liverpool Archdiocese, outlined above.

### **Inclusion**

We have children of differing ability in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of teaching and learning strategies.

All lessons are adapted where appropriate to ensure all children can access materials and are sufficiently challenged based on their independence and abilities.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those learning English as an additional language.

The school ensures all children have an entitlement to Religious Education, including those with SEND and those identified as being gifted and talented. For additional information see SEND Policy.

The governing body will pay particular attention to matters of equality and diversity; it will seek to ensure that the school abides by the statutory duties of the Equality Act 2006 and that no child is treated unfairly because of race or ethnic background, gender or disability.

### **Distance Learning**

Our school has a distance learning policy in place. Subject leaders are responsible for ensuring the provision of their subject continues during home learning. We will endeavour to provide the current lessons within the programme of study; however, we will make reasonable adjustments if this is necessary. Pupils will be assigned work via Microsoft Teams, and a range of resources will be utilised to support the delivery of lessons.

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#### **Review of the Policy:**

This policy will be reviewed every three years or in the light of changes to legal requirements.

**Next Review: September 2026**

**Signed: \_\_\_\_\_ (Headteacher)**

**Signed: \_\_\_\_\_ (R.E. Lead)**

**Signed: \_\_\_\_\_ (Chair of Governors)**