



RE Handbook

‘Loving, Learning and Reaching out to All’

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“Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands... learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person.”

-Pope Francis

1. The Vision, Mission Statement and Values

Rooted in Christ’s love, we are committed to being a community where every child is cherished and challenged to reach their full potential.

With Jesus in our hearts and minds, we learn with joy, love in faith, and reach out with compassion to make a difference in the world.

Mission Statement

We are loving, learning and reaching out to all, with Jesus in our hearts and minds

Our Values

At Our Lady’s Catholic Primary School, our values guide everything we do. Rooted in Christ’s love and inspired by His example, we strive to live out our mission each day.

Love – We show kindness, care, and respect for everyone, celebrating the unique gifts God has given each of us.

Faith – We keep Jesus at the centre of our lives, trusting in Him and growing in our relationship with God through prayer, worship, and action.

Learning – We value curiosity, creativity, and perseverance, aiming for excellence and giving our best in everything we do.

Compassion – We reach out to others with empathy and generosity, serving those in need and making a difference in our community and the wider world.

Community – We work together as one family, valuing each person’s contribution and building strong, supportive relationships based on trust and understanding.

Together, these values shape who we are, how we treat one another, and how we live out our calling as a Catholic school with Jesus at the heart of all we do.



Aims and Objectives

- To promote the Catholic vision of the dignity and freedom of every person, as created in the image and likeness of God.
- To bring pupils into an understanding of the religious and moral dimension of life.
- To study Christianity, develop some understanding of the religious beliefs and practices that affect the attitudes and actions of people throughout the world, and to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition.
- To make links with the children's own experiences and with universal experience, allowing the children to explore the beliefs, values and way of life of the Catholic tradition and where appropriate of other faith traditions.
- To enable children to grow awareness of themselves and develop a confident attitude to life, to develop an interest in and ability to reflect on the world around, to become aware of religion as a factor in human experience and to become aware that people commit themselves to beliefs and causes.
- To promote understanding in an atmosphere of tolerance
- To ensure that the religious dimension underpins every aspect of school life.
- To ensure that all children, regardless of gender, social or cultural background, intellectual or emotional standing, are offered equal opportunities of access to the curriculum.

2. The General Norms (Religious Education Directory Pg. 6)

Aims of religious education

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

The Outcome of Religious Education

The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and Encounter

reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.

Religious Eas the heart of the curriculum

1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Religious Education Programme - Come and See & RED

To be fully compliant in fulfilling our aims and objectives we use the Scheme of Work recommended by the Archdiocese of Liverpool. All the content and expected outcomes are as outlined in the programmes of study for the various age groups in the Religious Education Directory – ‘To Know You More Clearly’ model curriculum as mandated by the Catholic Bishops’ Conference of England and Wales.

Overview of Content

RED Content

From September 2025, children in Nursery, Reception, Year One, Year Two, Year Three and Year Four follow ‘To Know You More Clearly’ for their RE lessons. Each half term, they will explore a new branch following ‘Hear, Believe, Live, Celebrate’.

The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils’ understanding of the story of salvation, developing a common language, and exploring the ‘memory of the Church’ and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.



The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

The Curriculum Structures

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.

Branch 1 Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1)

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is, comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Branch 2 Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1)

- In this branch, pupils will learn that the prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Branch 3 Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18)

- In this branch, pupils will experience the ministry of Jesus, the Word of God.
- They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.
- They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4 Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3)

- In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
- They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
- The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

Branch 5 To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19)



- In this branch, pupils will 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.
- They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Branch 6 Dialogue and encounter: ‘For “In him we live and move and have our being”’ (Acts 17:28)

- In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.
- They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

4. The approach chosen

Knowledge Lenses – set out the object of study for pupils, they indicate what should be known by the end of each age phase:

The study of the Catholic Religion

- Hear
- Believe
- Celebrate
- Live

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.

Come and See Content

Years Five and Six will continue to follow the Come and See Scheme until July 2026.

The question is explored through three areas. A different dimension explored each term.

Autumn Term	Where did I come from?	Life- Creation
Spring Term	Who am I?	Dignity- Incarnation
Summer Term	Why am I here?	Purpose- Redemption

Faith Community- The Church



Autumn	Family - Domestic Church
Spring Term	Community - Local Church
Summer Term	World - Universal Church
The Celebration in Ritual- The Sacraments	
Autumn Term	Belonging - Baptism, Confirmation
Spring Term	Relating - Eucharist
Summer Term	Inter-relating - Reconciliation
Way of Life- Christian Living	
Autumn Term	Loving - Advent, Christmas
Spring Term	Giving - Lent, Easter
Summer Term	Serving - Pentecost

Come and See Process

Explore (1 week)	Reveal (2 weeks)	Respond (3 weeks)
by exploring their life experience to discover value and significance	by hearing, understanding and reflecting on the Christian message	by bringing it to mind, by celebrating and by applying it

Explore helps children to begin to look at and focus on the experience within their own lives concerning themselves, their relationships and their world.

Reveal is the heart of the process. The children discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Respond has three parts; Remember, Rejoice and Renew. There is no new learning during this week. This week consolidates what the children have been taught. Children are also given the chance to plan a Prayer and Liturgy to celebrate their learning during this week. Respond will take one week of Religious Education time to complete.

Planning

Long Term planning

The RED and Come and See programmes detail the yearly learning. The topics are set out on a year-long plan to ensure all will be taught and learning intentions can be met.

Medium Term Planning



Medium term planning is the responsibility of the R.E Subject Leader who will use the overviews to detail the dates each Branch or Topic will be taught.

Short Term Planning

Short term planning is the responsibility of the class teacher. Each class teacher will complete planning on an individual basis for their class. They will use the most up to date scheme provided by the Christian Education Team within the Archdiocese of Liverpool. The plans should be kept and annotated throughout. They should show evidence of a range of teaching styles, grouping, and clear differentiation.

Inclusion

We recognise that Religious Education plays a vital role in developing the whole child. Through inclusive practice, differentiated learning, and pastoral care, we ensure that all children can encounter Christ, deepen their understanding of faith, and live out Gospel values in daily life.

As with all other areas of the curriculum, the purpose of adaptive teaching in Religious Education is;

- To enable children to succeed in the set task or activity.
- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these.

In Religious Education, differentiation is provided through the adaptive teaching model whereby a teacher will vary instructions and use a variety of activities in which meet the differing needs and abilities of children. It is essential to refer to individual PPPs of children on the Special Education Needs register.

Expected Outcomes

RED - Expected outcomes are a synthesis of the content outlined in the Knowledge Lenses and the skills described in the Ways of Knowing see page 40 Religious Education Directory. Each age phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember and be able to do using the language of the Ways of Knowing and applying it to the discrete knowledge within each lens. Each branch and Year group will have its own discrete expected outcomes. See pages 36-38 Religious Education Directory

In our school it involves assessing expected outcomes of lessons as the branch is being taught. This is recorded on the 'Expected Outcomes' Assessment sheet which forms a record of attainment and outcomes for each branch. Children who have not met/exceeded the expected outcomes are recorded to inform future planning. An overall evaluation of the branch is made by the teacher.

At the end of each term, the 'Expected Outcomes' sheets are used to inform a termly teacher judgement which is recorded on our data tracking system, Insight.

Come and See - assessment is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or faith practice.



Formal Assessments

Children are assessed once a term and this information is recorded on the 'Insight Tracker'. Judgements are moderated alongside year group partners and SLT using children's exercise books.

Informal Assessments

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing children to achieve their full potential. This may take place through displays, discussions, marking and observation.

Attainment Targets and Levels of Attainment

All assessment data is recorded online on the Insight Tracker.

Reporting

Parents are communicated with primarily through Reach More Parents (Reach) our school website and X.

All parents

- Have access to the school calendar on Reach to inform them of dates for school masses, celebration assemblies, charity fundraisers, sacramental meetings and RSE meetings.
- Are able to see whole school photographs and videos
- Receive the twice per half term school newsletter
- Receive the Wednesday Word
- Receive the termly RED/Come and See school newsletter with suggested home activities.
- Have access to an overview of Come and See, including 'big questions'
- Have access to Prayer Booklets
- Have direct access to Parish Newsletters and provide access links to the Parish

Evaluation of Learning

Marking

Using the schools marking policy, the marking of pupils' work is approached positively and constructively so that it affirms success and encourages future learning. Marking incorporates the language of the standard indicators and pupils are encouraged to make 'next steps' by use of the skilled words, where applicable.

Pupil Feedback

Feedback to pupils about their own progress in Religious Education is achieved through:

- Effective marking in line with our policy
- Verbal feedback- praise
- Discussion – individual
- Pupils own recognition shared with teacher
- Celebration



- Scrutinising work together
- Pupil interviews and pupil voice
- Monitoring work/books

Monitoring

At Our Lady's, procedures for reviewing and evaluating the teaching of Religious Education by Senior Leaders and Governors, are set out in our annual Monitoring Planner. Similarly, the monitoring of prayer and liturgy follow the guidelines set out in the Monitoring Planner.

Aspects of RE which are monitored include:

- Timetables (annually) - Time allocation - to allocate 10% of curriculum time.
- Children's work
- Teaching and learning (lesson observations/ learning walks, pupil voice questionnaires)
- Assessment- Moderation of judgements each term.
- Prayer and liturgy

Displays

Each class teacher is responsible for RE displays in their own area and are encouraged to develop 'working walls' that display 'big questions', knowledge organisers and key vocabulary. Displays give a valuable insight into the teaching and learning which is taking place in the school. The RE Coordinator is responsible for displays in common areas.

Observations

RE teaching, along with other curriculum subjects will be observed by the RE Lead and the Senior Lead/s, according to the School Improvement Plan and RE Action Plan. When monitoring teaching, the school follows the archdiocesan guidelines.

Staff Continuous Professional Development (CPD)

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

We see the importance and value of staff attending Archdiocesan courses for Religious Education, coordinator training and cluster meetings, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within Our Lady's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have.



Staff meeting time is used for CPD in Religious Education, alongside other core subjects. All teachers attend courses on a rolling programme to ensure that they all access relevant training. The RE Lead attends archdiocesan cluster meetings and courses on a regular basis. The Governors and Headteacher attend relevant Archdiocesan Briefings which are held termly.

Come and See for Yourself/ CPD Before RED Branch

The RE Lead will lead prayer for staff during staff meeting time before a new topic. This enables staff to reflect on each topic, at their own level, before beginning work with the children.

