

St Cuthbert's Catholic Primary School

School Motto

*In love with Christ: Be the best I can. Be kind to one another.
Amen*



Mission Statement

As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness. Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.

RE Handbook 2025-2026

Chair of Governors	Pat Moloney
RE Link Governors	Denise Hegarty
Headteacher	Claire Bellis-Knox
Subject Lead	Lauren Murphy
Review Date	October 2026

Aims of Religious Education

Our Schools' Curriculum Aim:

The staff of St. Cuthbert's work to give each child full access to a broad and balanced curriculum, relevant for our school community and the diverse experiences of our children, encouraging in each individual a sense of self-worth and self-esteem. At St Cuthbert's, we believe that all pupils regardless of ability, ethnicity or cultural background have the right to achieve their full potential in school. We aim to help them achieve this by creating a school community where;

- Pupils are stimulated and motivated.
- Pupils are given the opportunity to flourish and achieve.
- Pupils' independence and responsibility are fostered.
- Everyone is valued and respected.

Introduction

This is a statement of the aims, principles and strategies of Religious Education within St Cuthbert's Catholic Primary School.

The responsibility for this policy document and the monitoring of Religious Education across our school lies with Miss Lauren Murphy.

We are currently in a transitional period with the phasing in of the new Religious Education Directory: 'To Know You More Clearly' – we continue to liaise with our Primary Advisors from the Archdiocese both practice and policy will be updated accordingly.

Statement of intent

In St Cuthbert's, our mission through Religious Education, is to give each individual child the opportunity to experience celebration, prayer and time for personal reflection. It is a collaborative subject which respects each child's own inner spiritual self, and it allows for wonder, awe, reverence and self- exploration. It is taught discretely and developmentally. It includes the deepening of knowledge, and understanding of key theological ideas and their application to life.

Through 'Come and See' we, as a Catholic school, aim to develop our children's religious growth. We strive to give each child the opportunity to explore the language of religious experience – through stories, visitors, religious education visits, artefacts, religious activities, collective worship, computing, drama, art and music.

The new Religious Education Directory 'To Know You More Clearly' was shared in February 2023. St. Cuthbert's continue to seek direction from the Archdiocese in implementing and fulfilling the expectations outlined within this document.

At our school, we work closely together with the home and our Parish Priest (Father Liam Collister) and Parish communities of (St. Sebastian's Church and St. Oswald's Church) so that we can present the Christian event, message and way of life in a systematic way with regard to each individual child and their potential. For us, Religious Education is for all. Religious Education is as academically respected as other core curriculum areas. Within the classroom, teachers use a variety of styles and strategies, to reinforce the Christian message we as a Catholic school uphold.

St. Cuthbert's motto - *'In love with Christ. Be the best I can. Be kind to one another.'*

Through our school motto and our children's experience of belonging to a caring community we offer our children a strong sense of self-worth and an awareness of the demands of religious commitment in everyday life.

We include appropriate materials about our Other Faith – Judaism and World Religions and we encourage our children to be tolerant and respectful towards other faiths and religions. Engagement with their own and others beliefs and values will help develop and nurture good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning. In St. Cuthbert's, we aim to foster a loving relationship between our children, staff and members of the school community. This relationship reflects the commandment of Jesus 'to love one another as I have loved you.' Engagement with difficult questions of meaning and purpose which everyone has to face enables our children to think critically about their own questions of meaning and purpose.

Safe-guarding

Our schools is committed to safeguarding and promoting the welfare of children and expects all staff, parents and visitors to share this commitment.

Curriculum Leaders at our school have collaborated closely to refine our curriculum. This curriculum has been implemented with a view to improving further the quality of our teaching and learning. We endeavour to ensure our children are motivated and inspired to want to learn by providing a broad and balanced curriculum with sound stimulating cross curricular links and skill-based learning with an emphasis on progression.

Equal Opportunities

At our schools we will strongly promote self-respect for all in our school irrespective of race, creed or gender. Our school communities have zero tolerance towards discrimination or prejudice of any kind (homophobia, biphobia or transphobia). Care will be taken to ensure that curriculum planning, resources and workshops do not present stereo-typical images, rather role models from diverse backgrounds and cultures reflecting the multi-ethnic nature of our society.

S.E.N.D

Assessment determines planning and teaching objectives will be directed specifically towards the needs of all children. Pupil Profiles are made available to address children identified as having particular Special Educational Needs & Disabilities. These plans are shared with parents, ensuring that they are informed of specific objectives.

Computing

We are committed to enhancing our Curriculum by providing and maintaining a seamless provision of computing across all curriculum areas. We aim to equip all teaching staff with up to date, relevant and inspiring resources as a means through which the quality of our children's learning will be enriched and extended.

The Religious Education Programme

'To Know You More Clearly' – Early Years – Year 4

The new Religious Education Directory 'To Know You More Clearly' was shared in February 2023. St. Cuthbert's have implemented this on a rolling programme from Early Years – Year 3, working closely alongside the Archdiocese for guidance and support.

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 students 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 model curriculum has six components that are known as branches:

Autumn

Branch 1: Creation and Covenant

Branch 2: Prophecy and Promise

Spring

Branch 3: Galilee to Jerusalem

Branch 4: Desert to Garden

Summer

Branch 5: To the Ends of the Earth

Branch 6: Dialogue and Encounter

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 Sacraments

The sacramental life is 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.

Come & See – Year 5 & Year 6

The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

In the Autumn Term we consider God the Father and the question, 'Where do I come from?' – Life and Creation through the:

Church Theme: Family-Domestic Church

Sacramental Theme: Belonging – Baptism/Confirmation

Christian Living Theme: Advent Christmas – Loving.

In the Spring Term we consider God the Son, Jesus and the question, 'Who am I?' – Dignity and Incarnation through the:

Church Theme: Local Church – Community

Sacramental Theme: Relating – Eucharist

Christian Living Theme: Giving – Lent/Easter.

In the Summer Term we consider God the Holy Spirit, and the question, 'Why am I here?'-Purpose and Redemption through the:

Church Theme: Pentecost -Serving

Sacramental Theme: Inter-Relating-Reconciliation

Christian Living Theme: Local Universal Church – World.

The Process

Knowledge/Understanding/Skills/Attitudes

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.

Search-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.

Revelation-Reveal

This is the heart of the process where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. The teacher and the children together 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.

Response-Respond

This is where the learning is assimilated, celebrated and responded to in daily life. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives.

Rejoice is the second part of this section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. There is a format in every topic, to offer guidance as to the content of the celebration.

In **Renew** the teacher helps each child to make an individual response, to hold in to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives.

All evidence from the **Respond** section of each topic will be collated and uploaded onto our online learning platform, Evidence Me (Y5 & Y6).

There are 6 learning focuses for Reveal. The content of all 6 focuses must be studied and recorded on the Marking, Feedback and Assessment Overviews – only 3 Reveal focuses to be evidenced within RE workbooks.

Other faiths and other world religions

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of our other faith which is Judaism, and another World Religion.

We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources and visitors to supplement this.

Other Faith and Other Religions overview

Other Faith: (We refer to Judaism as another Faith because of our shared Christian and Jewish Heritage)

Autumn Term

Judaism

Summer Term

Other Religions: are taught on a rolling programme, we refer to Islam, Hinduism and Sikhism as other Religions as they are monotheistic (believe in one God) however, we note Hinduism believes in incarnation hence God can take many forms.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately 2 hours and 45 minutes per week (165 minutes) from Reception – Y6. Our children in Nursery and 2YO provision also ensure that 10% of their allocated teaching time on site is allocated to RE.

Planning

LONG-TERM

Leadership and RE coordinator responsibilities:

- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.

MEDIUM TERM PLANNING

The RE Co-ordinator responsibilities:

- Direct staff to the resources at the beginning of each topic, sharing an overview for the starting date for each topic.
- Allocating time for the exploration of another faith in the Autumn Term and Other World Religion in Summer Term (Come & See curriculum)
- Indicating planning/teaching to be monitored.
- Create a glossary template for each topic in each year group, with subject specific words (beginning of each topic)

SHORT – TERM

The class teacher's responsibilities:

- To engage with the Come & See for Yourself content / RED & Archdiocese Scheme of Work prior to teaching the topic.
- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the RE Marking & Feedback Overview.
- Comments from all staff in each year group on the RE Marking & Feedback Overviews sharing progress of children and identified next steps.
- To evaluate teaching.
- To reflect upon each topic, thinking of the Catholic Life and community links that have been made.

Adaptive Teaching

As with all other areas of the curriculum, the needs of our children are met through adaptation;

- To enable children to succeed in the set task or activity.
- To challenge children and deepen their knowledge of religious education encouraging them to expand and apply their knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these.

In Come and See, adaptation is provided through a variety of driver words and activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to child friendly Play Plans (EYFS) / Pupil Profiles (KS1/KS2) of children on the SEND register.

Resources – Teaching

Every classroom has a prayer focus table / area with a candle, Bible, God Story/Church Story, and other objects related to the current topic of study.

Resource boxes containing items to support the teaching of Other Faiths is also available.

EYFS – Y4 also have Golden Boxes which include items to support the learning of the children and provide awe and wonder to engage the children within their learning.

Sacramental Preparation

Children in Year 4 receive the sacraments of Reconciliation and Eucharist. Preparation is provided by St. Oswald and St. Sebastian catechists. Meetings are held in St Sebastian's School or St Oswald's Church each year and parents attend with their children. School supports this process by encouraging participation and sharing dates and times of meetings via online platforms and our School Website.

Assessment

Religious Education is the “core of the core curriculum” in a Catholic school (St John Paul II). The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Class data recorded on Marking & Feedback Overviews will share how children are working at the expectations for their year group, this will contribute towards a termly standard. Data tells a story of each child's progress. This data will be shared with teachers, Senior Leaders and Governors. The story of each child's progress will inform parents in meetings and formal EoY reports.

In our schools it involves:

Informal Assessment

Evidence of tasks in RE Workbook / Evidence Me

Class teacher's note on their Marking, Assessment & Feedback Overviews:

General observations of children engaged in classroom activities.

Observation of contributions made to classroom displays and prayer tables.

Working at 'Expected Standard' judgement completed for the topic / branch.

Formal Assessment

Religious Education Directory 'To Know You More Clearly':

The ways of knowing describe the skills that pupils develop as they progress through the religious education curriculum.

We refer to ways of knowing rather than standards or levels, since progress in religious education is not only something that concerns performance and summative assessment, which the previous implied. They are called ways of knowing since they describe the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one's own life.

The three **Ways of Knowing** are 'understand', 'discern', and 'respond'.

Teachers gather each term to hold internal moderation, this is judged against the aims of each 'way of knowing' and the skills that are required to develop them through the driver words.

Early Years Staff assess children's understanding of the topic using the **Ways of Knowing** combined with the **Early Learning Goals** shared by the Archdiocese within the To Know You More Clearly programme, they will use their observations, Marking, Feedback & Assessment Overviews and PowerPoint of topic information to inform their decisions.

Come & See

In Spring 2023, the Archdiocese informed school, the due to planned changes regarding the new Religious Education Directory 'To Know You More Clearly', no further Formal Assessments would be produced. Staff now assess the 'Come and See' curriculum through the scrutiny of workbooks, pupil voice and marking and feedback overviews, which are evaluated against standard indicators; this enables staff to make informed termly judgements.

As in all other subjects, progression in Religious Education is not always predictable and pupils of the same age will be at different standards.

All RE work is moderated each term within school to ensure consistency and accuracy of assessment, and is also, at times, externally moderated through the RE cluster to support comparative judgement and fairness across settings.

All children's outcomes are logged using OTrack our school data system alongside other core curriculum subjects.

Reporting

Reporting in Religious Education is a natural part of teaching and integral to learning process. There are four dimensions to reporting in Religious Education:

1. Provides feedback to pupils on their achievements and progress through:
Informal discussion with pupils;
Regular marking of pupil's work and compilation of Marking & Feedback Overviews.
2. Informing teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
Summative records as recorded on OTrack.
3. Informing parents of the progress and achievement of their children through:
Pupils, parent and teacher discussion;
Termly curriculum leaflets outlining topics to be covered, posted on School Website;
Displays of work;
School Social Media Platforms (Twitter (X) / Class Dojo);
EoY Reports;
Photographic records of dance, drama and musical presentations saved on SMSC Gridmaker.
4. Informing parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
Curriculum documents;
Termly curriculum leaflets outlining topics to be covered;
Headteacher's report to governors;
Regularly updated School Website including: School, Parish and Sacramental information;
Displays of work / Mission Day Evidence;
School Social Media Platforms (Twitter / Class Dojo).

Monitoring

The RE Co-ordinator monitors planning and children's work termly, inline with the Curriculum Monitoring Overview.

This monitoring also includes pupil voice to give greater insight into the children's attitudes and understanding. Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator, Head teacher and RE Governor, according to the School Development Plan, RE Development and Performance Management Plan.

With regard to monitoring teaching, the school follows the diocesan guidelines. Judgements must be based on the extent to which teachers:

Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;

Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;

Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;

Use teaching methods and strategies which match learning objectives, key skills and the needs of all pupils;

Manage pupils well and achieve high standards of behaviour;

Use time and resources, including computing, effectively and efficiently;

Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;

Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

Acquire new knowledge or skills, develop ideas and increase their understanding in RE;

Apply intellectual or creative effort in their work;

Show interest in their work in RE, are able to apply themselves to a given task;

Understand what they are doing, how well they are doing, how well they have done and how they can improve;

Live feedback to be provided in each lesson.

Staff Development

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 value the importance of staff attending Archdiocesan courses for Religious Education regarding the new Religious Education Directory 'To Know You More Clearly', coordinator training and Cluster Group 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.

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

Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans. This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work.

Staff meeting time is used for Inset, alongside other core subjects.

Staff Induction

New staff are given:

- A copy of the 'Come and See' / 'To Know You More Clearly' programme for Religious Education.
 - A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.
 - A copy of the RE Handbook
 - A copy of the Collective Worship Policy
 - A copy of the SMSC Policy
- The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.

Staff

St. Cuthbert's	
Senior Leadership Team	
Mrs Claire Bellis-Knox	Headteacher - CCRS, Safeguarding
Mrs Kate Lunt	Assistant Headteacher, SENCo, Assessment, Safeguarding
Miss Danielle Garvey	Assistant Headteacher, Safeguarding
Mrs Holly Delahunty	Senior Teacher, Safeguarding
Miss Lauren Murphy	Senior Teacher, Safeguarding, RE Coordinator
Teaching Staff	
Miss Kelly Johnson	F1 Teacher - CCRS
Mrs Holly Delahunty	F2 Teacher – CCRS
Miss Beth Funnell	Y1 Teacher
Miss Lauren Murphy	Y2 Teacher – CCRS
Miss Cleona McCartan	Y3 Teacher - CCRS
Mr James Brophy	Y4 Teacher - CCRS
Mrs Helen Jones	Y4 Teacher
Mrs Ginny Barr	Y5 Teacher
Miss Danielle Garvey	Y6 Teacher – CCRS
Mrs Kate Lunt	Y6 Teacher - CCRS
Ms Susana Castro	MFL (Spanish) Teacher
Mrs Melanie McLain	PPA Cover

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within RE lessons. They help develop the Catholic life of the school, through living the Mission Statement. ECT's are invited to begin CCRS in their first years of teaching. New members of staff will also be invited to begin CCRS as part of their professional development in a Catholic School.

Religious Education – School Development Plan 2025-26

Quality of Education					
RE Lauren Murphy					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To further fulfil the new Prayer & Liturgy Directory: “To Love You More Dearly” within St. Cuthbert’s community in readiness for September 2026.	<p>Attend Archdiocesan training and cluster meetings to stay up to date with diocesan expectations and best practice.</p> <p>Develop and implement a phased plan to embed the new directory across all key stages.</p> <p>Provide staff CPD on the principles of the directory, focusing on inclusive, pupil-led worship.</p> <p>Review and update the school’s Prayer and Liturgy Policy and planning documentation.</p>	<p>Timetables: Stay & Pray / Mass / Prayer & Liturgy</p> <p>Staff Twilight / CPD Log</p> <p>Monitoring of planning/resources/ Twitter evidence.</p> <p>Monitoring Cycle: subject analysis reports / book look</p> <p>Twitter (X) / Mastodon / Grid Maker</p> <p>Pupil, Parent & Staff Voice</p>	<p>Prayer & Liturgy Training (free to Archdiocesan schools)</p> <p>SMSC Gridmaker - £318.60 (inc. VAT)</p> <p>Mastodon - £250 (per year)</p>	<p>Lauren Murphy</p> <p>Kelly Burns</p> <p>SLT</p> <p>Teaching Staff</p> <p>Support Staff</p> <p>Governors</p>	<p>Ongoing (academic year 2025-26)</p>
To monitor and phase in the new Religious Education Directory: “To Know You More Clearly” with a specific focus on Year 4 and Year 5.	<p>RE Lead to attend Archdiocesan briefings and access updated RED guidance and Schemes of Work.</p> <p>Direct class teachers to RED Launch days specific to their year group.</p> <p>Provide staff training and planning support sessions to ensure consistent implementation.</p> <p>Monitor teaching and learning through lesson</p>	<p>Monitoring of new RED plans from EYFS – Y4.</p> <p>Regular communication / meetings with teaching staff implementing new curriculum (Y4 & Y5).</p> <p>Attendance of Archdiocese planning reviews (online).</p> <p>Attendance of Termly RE Subject Leaders Meetings at Margaret Clitherow Centre.</p> <p>Monitoring Cycle: subject analysis reports / book look</p>	<p>New RED Launches - £40 per delegate</p> <p>Class cover when attending training</p> <p>Evidence Me - £600</p> <p>SMSC Gridmaker - £318.60 (inc. VAT)</p>	<p>Lauren Murphy</p> <p>Kelly Burns</p> <p>SLT</p> <p>Teaching Staff</p> <p>Support Staff</p> <p>Governors</p>	<p>Ongoing (academic year 2025-26)</p> <p>(EYFS - Y4 currently embedded / Y5 Summer Term 2026)</p>

	<p>drop-ins, book look, and pupil voice.</p> <p>Review assessment approaches to ensure alignment with the new RED expectations.</p>				
<p>To develop effective questioning in RE lessons to challenge pupils and enrich their understanding of faith.</p>	<p>Use of Archdiocesan RED Schemes of Work to inform questioning making links to 'Ways of Knowing' and 'Driver Words and Skills' in accordance with age-appropriate expectations.</p> <p>Share examples of effective questioning through staff meetings and planning sessions.</p> <p>Incorporate "Big Questions" and discussion-based learning into RE planning.</p> <p>Use pupil voice and lesson reflections to evaluate the impact of questioning on learning.</p>	<p>Attendance of Termly RE Subject Leaders Meetings at Margaret Clitherow Centre.</p> <p>Monitoring Cycle: subject analysis reports / book look / pupil voice / lesson drop ins</p>	N/A	<p>Lauren Murphy</p> <p>Kelly Burns</p> <p>SLT</p> <p>Teaching Staff</p>	<p>Ongoing (academic year 2025-26)</p>

Policy Review

Policy Written: October 2025

Sent to the Governors: November 2025

Committee Responsible: Curriculum

Next Review: October 2026

Staff Responsible: Lauren Murphy (RE)