



St Edmund's Catholic Primary School

Religious Education Policy 2025/26

SCHOOL MISSION STATEMENT

...through Christ we learn...

This policy was originally drafted by the by the Head of School.

- Approved by Governing Body on the 15th September 2025
- Next full review due 15th September 2026.

1. Rationale & Mission

Religious Education is central to the life and mission of St Edmund's. Our aim is that through RE, worship and Catholic life, pupils grow in faith, knowledge and love, and develop the skills to live as witnesses to Christ in today's world.

2. Legal & Diocesan Framework

- We follow the **Religious Education Directory (2023 – *To Know You More Clearly*)**, the national programme for Catholic schools in England & Wales.
- The RED sets the **programme of study**, six **curriculum Branches**, and the **Ways of Knowing** (Understand, Discern, Respond).
- RE is taught for a minimum of **10% of curriculum time**.
- Our provision is monitored by the Diocese of Westminster and inspected under the **Catholic Schools Inspectorate (CSI)** framework.

3. Aims of RE

Religious Education at St Edmund's enables pupils to:

1. **Understand** Catholic belief, scripture, doctrine and practice.
2. **Discern** meaning, make links, and evaluate belief in life today.
3. **Respond** through prayer, reflection and participation in the worshipping life of the Church (not formally assessed).
4. Develop **religious literacy** and respect for other faiths.
5. Grow in **personal spirituality and moral awareness**, guided by Catholic Social Teaching.

4. Curriculum

- The curriculum follows the six **Branches** of the RED: Creation & Covenant; Prophecy & Promise; Galilee to Jerusalem; Desert to Garden; To the Ends of the Earth; Dialogue & Encounter.
- Each Branch is revisited annually with age-appropriate depth, ensuring progression.
- Teachers use diocesan guidance and local planning. (CatholicPlus and Day by Day resources) support planning but **the curriculum itself is determined by the RED**.

5. Prayer & Worship

Prayer and worship shape the daily rhythm of school life:

Daily

- Morning Prayer
- Grace before meals
- Afternoon Prayer

Weekly

- Monday: Whole-school *Celebration of the Word* (Gospel focus)
- Tuesday: Hymn/Catholic Choir Assembly
- Wednesday: Class *Celebration of the Word* (pupil-led)
- Thursday: Class *Celebration of the Word* (pupil-led, Scripture in action)
- Friday: Whole-school *Spirit Assembly* (celebration of Gospel values and CST)

Liturgical Life

- Regular school and class Masses and Feast Day celebrations
- Seasonal devotions (Advent wreath, Stations of the Cross, Rosary, May devotions, Pentecost)
- Prayer areas and prayer books in every classroom
- Progression from simple prayers in EYFS to leading worship in KS2

6. Assessment

- Pupils are assessed against diocesan **Age-Related Expectations (AREs)** in:
 - **Understand (AT1)** – knowledge of faith, scripture, doctrine
 - **Discern (AT2)** – interpretation, analysis, evaluation
- **Respond** is encouraged and celebrated but not assessed.
- Insight tracking system records half-termly progress.
- One indicative task per Branch (six per year) is assessed and moderated.
- RE evidence is kept in books, floor books, and portfolios.

7. Roles & Responsibilities

Role	Responsibilities
Headteacher/Head of School	Ensure high standards of RE, worship and Catholic life.
RE Coordinator (REC)	Lead curriculum, support staff, oversee assessment and moderation, liaise with Diocese.
Teachers	Deliver RE lessons, teach prayers, lead worship, gather assessment evidence.
Governors	Monitor provision and outcomes, ensure compliance with diocesan/CSI expectations.

8. Monitoring & Evaluation

- Lesson observations, book scrutinies, and pupil voice are used to monitor RE.
- Moderation takes place each term within school and across diocesan networks.
- Governors receive termly reports on RE standards and Catholic life.

9. Inclusion & Other Faiths

- All pupils participate in RE, worship and Catholic life.
- Teaching about other faiths is respectful and accurate.
- Adaptations are made for SEND pupils.
- Withdrawal from RE/worship at parental request is handled sensitively in line with diocesan policy.

10. Implementation & Resources

- RE is allocated **10% of teaching time** (2h15 in FS/KS1; 2h30 in KS2).
- Teachers use diocesan resources, Scripture, liturgical materials, Catholic Social Teaching resources, and school planning.
- Commercial resources may support planning but do not replace the RED.
- Ongoing staff training ensures theological and liturgical confidence.

11. Prayer Progression Framework

Pupils follow a structured **Prayer Progression** from EYFS to Year 6:

- **Prayers by Heart** – Pupils learn and confidently recite the core prayers of the Church, from the Sign of the Cross in EYFS to the Creed, Rosary and seasonal litanies in KS2.
- **Types of Prayer** – Pupils experience vocal/traditional, scripture-based (Lectio Divina), meditative (Examen, silence, Adoration), devotions (Rosary, Angelus, Stations, litanies) and liturgical participation in Mass.
- **Celebration of the Word** – Every class holds a weekly pupil-led Celebration of the Word, following the structure *Gather – Listen – Respond – Go Forth*.

Appendices (attached to this Policy)

- **Appendix A** – Prayers to be Learned by Heart (EYFS–Y6)
- **Appendix B** – Types of Prayer & Practices (EYFS–Y6)
- **Appendix C** – Termly Breakdown (Upper KS2 example)
- **Appendix D** – Teacher Guide to Types of Prayer (definitions, purpose, steps)

12. Review

This policy will be reviewed annually by SLT and REC, with governor oversight, and updated in line with diocesan and national guidance.

Prayer Progression Framework (EYFS–Year 6)

(Appendix to Religious Education Policy 2025/26)

Introduction

This framework has been developed in accordance with the **Religious Education Directory (2023 – To Know You More Clearly)** and diocesan guidance.

It sets out:

1. The **prayers to be learned by heart** by the end of each year group.
2. The **types of prayer and worship practices** pupils should experience progressively.
3. A **termly breakdown** (example for Upper Key Stage 2) showing how prayers and practices are embedded across the year.

This progression ensures pupils grow in religious literacy, spiritual depth, and full participation in the liturgical life of the Church.

Part A – Prayers to be Learned by Heart

Phase	Core Daily Prayers	Marian / Devotional	Creed & Mass Responses	Seasonal / Other
EYFS	Sign of the Cross • Morning & Afternoon Prayer • Grace before Meals	—	Simple Mass responses (Amen, Alleluia)	“Thank you God...” prayers
Year 1	Our Father (intro) • Glory Be	Hail Mary (intro)	“And with your spirit” • “Lord hear our prayer”	Simple Act of Sorrow
Year 2	Our Father (secure) • Glory Be (secure)	Hail Mary (secure)	Sanctus (Holy, Holy) • Agnus Dei (Lamb of God)	Guardian Angel prayer
Year 3	Act of Contrition (intro)	Angelus (intro) • Begin Rosary (1 decade)	Full Mass responses	Short Stations of the Cross
Year 4	Act of Contrition (secure)	Angelus (secure) • Rosary (Joyful Mysteries)	Apostles’ Creed (short)	Magnificat (key verses)
Year 5	—	Hail, Holy Queen • Memorare	Nicene Creed (intro)	Stations prayers • Adoration prayers
Year 6	—	Rosary (Sorrowful & Glorious Mysteries)	Nicene Creed (secure) • Full Mass responses (confident)	Veni Sancte Spiritus • Seasonal litanies

Part B – Types of Prayer & Practices

Phase	Vocal / Traditional	Scripture-Based	Meditative / Contemplative	Liturgical Participation	Devotions & Seasons	Pupil-Led Worship
EYFS	Sign of the Cross • short daily prayers	Simple Bible stories	Quiet reflection	Simple Mass responses	Advent wreath, Lent symbols	Join adult-led Celebration of the Word
Y1–2	Our Father • Hail Mary • Glory Be • Act of Sorrow	Hear Gospel stories; short psalms	Guided silence • 1-step Examen	Join Mass responses • simple bidding prayers	Nativity plays • May devotions • Stations (short)	Help set prayer table • lead simple prayers
Y3–4	Apostles' Creed • Angelus • Confiteor • Rosary (1 decade)	Lectio Divina (simple) • Psalm refrains	Examen (5 steps) • guided meditation	Take Mass roles (reading, psalm, bidding prayers)	Angelus • Rosary (Joyful Mysteries) • Holy Week liturgies	Plan and lead Celebration of the Word
Y5–6	Nicene Creed • Hail Holy Queen • Memorare • Rosary (all Mysteries)	Lectio Divina (independent) • deeper psalms	Extended silent prayer • Eucharistic Adoration • Examen	Lead Mass parts (readings, psalm, offertory, serving)	Stations • Rosary (all Mysteries) • Adoration • Litanies	Plan, lead, and evaluate Celebration of the Word (for class and younger pupils)

Part C – Termly Breakdown (Upper Key Stage 2 Example)

Term	Core Prayers (by heart)	Scripture & Reflection	Meditative / Contemplative	Devotions & Seasons	Pupil-Led Worship Focus
Autumn 1	Nicene Creed (intro)	Lectio Divina on Creation & Covenant	Examen (gratitude focus)	Rosary – Joyful Mysteries	Teacher-guided Celebration of the Word
Autumn 2	Nicene Creed (secure)	Gospel reflections (Advent)	Silent prayer practice	Advent wreath prayers • Angelus	Pupil-led Advent liturgy
Spring 1	Hail Holy Queen (intro)	Lectio Divina on parables	Guided meditation on discipleship	Rosary – Luminous Mysteries	Small-group led Celebration of the Word
Spring 2	Hail Holy Queen (secure) • Memorare	Scripture Stations of the Cross	Examen (choices & forgiveness)	Stations of the Cross	Pupil-led Lenten liturgy
Summer 1	Review Apostles' & Nicene Creed	Gospel reflections (Resurrection)	Eucharistic Adoration prayers	Rosary – Glorious Mysteries	Lead worship for younger pupils
Summer 2	Review all prayers (secure)	Lectio Divina on Pentecost	Extended silent reflection	Seasonal litanies (Veni Sancte Spiritus)	Independent pupil-led worship (plan & evaluate)

Implementation Notes

- Each year group ensures the prayers listed are taught, practised, and secure.
- Types of prayer (Part B) are built into the class prayer life and RE lessons.
- The termly breakdown (Part C) acts as a planning tool, ensuring systematic coverage across the year.
- Evidence is gathered in prayer journals, RE floor books, and pupil-led *Celebrations of the Word*.

By the end of Year 6, all pupils will:

- Recite the **core prayers of the Church** confidently.
- Use a variety of prayer methods (traditional, scripture-based, meditative).
- Participate fully and actively in Mass and the liturgical life of the Church.
- Lead *Celebrations of the Word* independently.

Appendix: Teacher Guide to Types of Prayer

This guide supports staff in understanding and leading the different forms of prayer in use at St Edmund's.

Type of Prayer	What it is	What it does	Simple Steps for Teachers
Vocal / Traditional	Prayers recited aloud (Our Father, Hail Mary, Glory Be, Creed, Act of Contrition).	Builds knowledge of Catholic tradition; unites the community in a shared voice.	1. Display the prayer. 2. Recite together daily. 3. Encourage confident, reverent responses.
Scripture-Based Prayer (Lectio Divina)	Prayerful reading of the Bible. "Lectio Divina" = "Divine Reading."	Helps pupils listen to God's Word and apply it to life.	1. Read a short Scripture passage. 2. Reflect : What is God saying to me? 3. Respond : Pray a short prayer. 4. Rest : Sit quietly in God's presence.
Meditative / Contemplative (Examen, Silence, Adoration)	Stillness, silence, or structured reflection (e.g. Examen).	Encourages personal reflection, gratitude, and awareness of God's presence.	Examen (5 steps) : 1. Quiet and focus. 2. Thank God for today. 3. Recall moments of joy. 4. Recall moments needing forgiveness. 5. Ask God to guide tomorrow. Adoration : Sit quietly before the Blessed Sacrament, repeat a phrase (e.g. "Come, Lord Jesus").
Liturgical Participation	Praying within the Mass: responses, psalms, bidding prayers, serving, singing.	Deepens participation in the Eucharist and school/parish liturgies.	1. Teach responses before Mass. 2. Practise parts of the Mass in class. 3. Allocate roles (readings, offertory, altar serving).
Devotions & Seasons	Special prayers linked to the liturgical year (Rosary, Angelus, Stations of the Cross, Advent wreath, May devotions, litanies).	Connects pupils to the Church's year and wider Catholic tradition.	1. Introduce the devotion with meaning. 2. Model prayer or ritual. 3. Practise together in short sessions. 4. Link to classroom prayer table and displays.
Pupil-Led Worship (Celebration of the Word)	Weekly liturgy prepared and led by pupils (Gather–Listen–Respond–Go Forth).	Builds ownership of prayer life; develops confidence in proclaiming Scripture.	1. Gather : Set prayer focus (candle, cross, Scripture). 2. Listen : Read a short Gospel passage. 3. Respond : Prayer, song, action, reflection. 4. Go Forth : Send out with a mission for the week.