

Mandate and Diocesan Expectations in Arundel and Brighton [Sept 25]

Mandate

In addition to the requirements of the Bishops' Conference regarding RE curriculum time and GCSE RS specification compliance, the Diocesan Bishop mandates:

- From September 2025 onwards, all primary year groups will be teaching from Day by Day Diocesan RE resources in line with the requirements of the Religious Education Directory (RED).
- From September 2025 onwards, secondary schools will be teaching Year 7, Year 8 and Year 9 according to the new RED. They may use either the Hodder or OUP resources.
- For RSE, diocesan primary schools must use *Ten:Ten Life to the Full* programme.* or Life to the Full Plus
- For diocesan secondary schools, *Ten:Ten Life to the Full* is strongly recommended and the use of any other resources must be approved by the diocesan Secondary RE Adviser.*

**Schools are on a journey to compliance with the requirement for RSE and additional information can be obtained from the Education Service. The Secondary Adviser RE and Catholic Ethos will undertake a compliance check on RSE resources used in Key Stages 3,4 and 5.*

Expectations

- All schools should implement the RED model curriculum rather than adapt legacy RE programmes. The model curriculum is laid out to ensure sequence in a year and progression through the years. Any published resources will follow this model. Any relevant CPD will assume the implementation of the RED model curriculum.
- The Dialogue and Encounter branches may be woven into the teaching year as schools see fit.
- AT EYFS /lower KS1, schools may opt *not* to use individual pupil workbooks should they decide this to be more suitable for RE provision. Schools have been advised that assessment in the EYFS is not evidence based, but teachers should be able to talk about each individual child and what they know and can do. They are encouraged to find ways to help children celebrate and remember their work, for example through the use of whole class floor books.
- Section 2.3 of the RED lays out the expected end of age-phase outcomes from EYFS to the end of KS3. These are compulsory. The model curriculum integrates all these outcomes in an age-appropriate way. Meeting these outcomes at KS3 will take up the entire three teaching years. GCSE RS, therefore, should not be started 'early' in Y9. The step-up in rigour of the KS3 RED curriculum will more than amply prepare students for GCSE RS. However, it is possible within Y9 to frame content within the model curriculum with an eye to GCSE expectations, for example, by presenting Discern tasks in the style of GCSE RS.
- Schools should present a concise and accurate picture of themselves to CSI inspectors evaluating against each of the nine subcategories of the framework. The Catholic Self-Evaluation Document (CSED) is not a mandatory document. Schools can choose to use their own self-evaluation document, but evidence should be presented in a way which allows inspectors to easily see the impact of actions and where to find that evidence. There is no expectation that evidence is entered for every subheading of these nine areas shown on the Comparative Grade Descriptor.