

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Religious Education Policy

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St Peter's Catholic Primary School

Religious Education Policy

Our school Mission statement at St Peter's is:

Loving and learning together, with Jesus

Our vision is:

- *To place Christ at the centre of all we do*
- *To nurture and inspire everyone towards achieving their true potential, academically and personally*
- *To respect and value everyone*

St Peter's Intent statement

At St. Peter's we offer a rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

A Catholic school has a very special purpose. We, at St Peter's, believe that through education each child must come to know that they are unique, endowed with special gifts, and loved by God. We believe that we can help each child to achieve their own true vocation in life. The organisation of the school, the curriculum, discipline and celebrations take place within this context. We aim to promote and develop an appreciation of and active participation in prayer and liturgy. This is recognised as a gradual process which takes account of the different stages of personal, social and religious growth of our pupils.

As a Catholic School, Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

Aims

We aim to develop within each pupil a trusting, loving and personal relationship with God by giving them a solid background to the whole life and mysteries of Christ. We aim to give each child strong moral and spiritual beliefs, through the Gospel teachings of Jesus. Through the Gospels, children will develop a positive attitude towards themselves and others, developing a strong sense of what is right and wrong and a confidence in sharing their beliefs with others.

Our Curriculum Intent for RE

We inspire **Creativity** through the use of thought-provoking stimuli and a range of teaching and learning strategies. We encourage **Discovery** by exploring the children's spirituality, the teachings of the Catholic Church and how they link with those of our global neighbours.

We foster a **Curiosity** by enabling the children to ask their own deep-thinking questions which they are then encouraged to debate comparing and contrasting their own thoughts and opinions with those of others.

We develop **Independence** by creating a child-led approach to their learning where children are able to ask questions and deepen their understanding of the concepts, values and beliefs that are important to them.

We instil **Resilience** by encouraging the children to explore scenarios and issues that challenge their own beliefs until they can reach their own personal conclusions.

The Parish Priest, governors, staff and parents are valued members of our Catholic community and as such have vital roles to play in relation to the explicit teaching of Religious Education within the school.

Life within the school reflects a living faith in which Catholic Life and Mission, Religious Education, and Prayer and Liturgy form the very foundation of school practices and permeate all areas of school life. The school community works together to provide an atmosphere in which all pupils are enabled to achieve their full potential. In our daily lives we give witness to the values of God's kingdom- prayer, truth, holiness, justice, love, forgiveness and the celebration of the Mass, liturgies, assemblies and prayer are an integral part of our teaching.

The Religious Education Directory (RED) Framework

St Peter's Catholic Primary School follows the Religious Education Curriculum Directory (2023), which sets out a national framework for Religious Education in Catholic schools in England. The RED framework ensures that Religious Education is:

- Rigorous, coherent, and progressive
- Theologically grounded
- Rooted in scripture, tradition, and the lived experience of the Church
- Designed to form religiously literate young people

The curriculum is structured through:

- **Curriculum Branches**
- **Knowledge Lenses**
- **Ways of Knowing**

These elements shape long-term planning, unit design, teaching, learning, and assessment.

Objectives

The Aims of Religious Education as stated in the RE Curriculum Directory (2023) 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.

Procedures/Practice

Curriculum time allocation:

In line with Bishops' Conference recommendations, at least 10% of curriculum time is allocated to Religious Education.

Teaching and Learning

Implementation

To fulfil the above aims and to address the structural elements of the programme of study outlined in directory, we follow a bespoke plan that encapsulates the desires of the directory itself. At present, there is not a scheme of work that schools have been directed to follow but instead, have been signposted to supporting resources.

The outcome of 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.

A variety of teaching and learning strategies will be used from across the curriculum, adapted appropriately to the needs and learning styles of pupils, in line with our Teaching and Learning Framework. Staff also use our 'RE Essentials' guidance document to support their own practice and to remain consistent as a whole school – See Appendix 1

All pupils in our school, irrespective of ability, faith and background, will have appropriately adapted access to the Religious Education programme.

Other Faiths

In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils are also expected to engage in a discrete study of other faiths, religions, and worldviews. This is partly because of the Church's own commitment to dialogue, partly also because to love our neighbour is also to respect and esteem his or her culture, and finally because to enter into dialogue is a means of learning how to live peaceably with difference.

'Other Faiths' fall into the Dialogue and Encounter curriculum branch and will be taught in the Summer Term. As they progress through school, pupils will study:

- Other Christian denominations
- Judaism
- Islam

Alongside this we follow a cultural calendar whereby each Year group study a festival from a world religion.

Monitoring and Assessment

At St Peter's, assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupils' learning on within lessons.

The Religious Education Directory (2023) includes assessment tools for teachers such as 'End of Phase Expected outcomes' and 'End of Unit Expected outcomes'. Brentwood Diocese have removed the 'Greater Depth' assessment outcome, and therefore, pupils will be assessed as either working towards or working at expected level.

Assessment information informs planning, intervention, and curriculum development. Work is moderated within school and, where appropriate, across the Trust

Impact

As a result of high-quality Religious Education at St Peter's Catholic Primary School, pupils:

- Develop secure knowledge of Catholic belief, scripture, and practice
- Are able to think theologically, ethically, and spiritually
- Can articulate their own beliefs and listen respectfully to others
- Show understanding of other religions and worldviews
- Demonstrate the values of the Gospel in their behaviour and relationships

Religious Education contributes significantly to pupils' personal development and to the Catholic life and mission of the school.

Responsibilities

The role of the RE leader is to:

- Regularly monitor RE across the school through lesson observations, drop ins, book looks, pupil perceptions, learning environments and data analysis. Feeding back to staff and SLT on findings and actioning next steps.
- Ensure that life within the school reflects our living faith.
- Ensure effective development of whole school policy and practice.
- Organise and lead INSET for staff development in the delivery of RE and other Religious aspects of life at St. Peters.
- Provide 'expertise' to assist staff in the delivery of the curriculum.
- Provide support for ECT's, Teaching Students and new members of staff in RE.
- Ensure that appropriate resources are available.
- Monitor and evaluate the effectiveness of RE work across the school to ensure shared and good practice.
- To keep abreast of new initiatives and incentives in RE and attend/disseminate training accordingly.

The role of the teacher is to:


- Continually develop their own skills, knowledge and practices in response to the requirements of the RE Curriculum, identifying their own needs and notifying the RE Lead of any training needed.
- Plan, prepare for and deliver lessons matched to the Curriculum which will engage and enable all children to make progress.
- Ensure the learning environment reflects the Catholic ethos of St. Peter's and is in line with the model curriculum in the Religious Education Directory (2023).
- Ensure the Catholic values and ethos of St. Peter's school permeate every aspect of the school day.

Monitoring and Evaluation of this Policy

The policy will be regularly monitored, and any necessary changes will be reported to the LGC.

Appendix 1 – RE Essentials


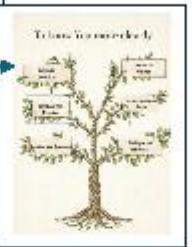
St. Peter's Catholic Primary School



RE Essentials at St. Peter's



RE Books

- All RE books begin in the same way (Mission Statement & Gospel Values reflection) - there is a template for this for each Key Stage
- All RE books use the same front cover - the front cover is a bespoke representation of the themed RE displays at St. Peter's, linked to curriculum branches
- EYFS use one floor book per class to capture evidence of the RED in action, inclusive of photos, pupil voice, pupil work and outcomes, and also clearly evidences the curriculum branches, knowledge lenses and ways of knowing

RE Classroom Displays

- Each RE board must have individual pictures of all pupils to show that we are all part of God's family
- Curriculum Branch name displayed clearly
- Key vocabulary (found on Knowledge Planners)
- Tree (made from rope) with six branches, one for each curriculum branch found in the Religious Education Directory
- Children's work built up around each branch throughout the academic year
- Each year group has a designated Catholic Social Teaching principle - this should be evidenced in the classroom / on the RE display
- Prayer focus table may be part of this display or may be separate





Teaching and Learning

- RE Lessons begin with lighting a candle and saying an opening prayer
- RE Lessons finish when the candle is out and a closing prayer has been said (Use Prayer Booklet for the phase)
- Bespoke planning, written by the RE Leaders and enhanced by staff post-diocesan training, is on the shared drive and directly uses the model curriculum in the RED
- The Marking and Feedback Policy applies to RE Lessons
- High expectations of lesson outcomes must be evident during drop ins, book looks, data analysis and pupil voice
- The Teaching and Learning Framework applies to RE Lessons e.g. talk partners, flexible groupings etc.

RE Books

- Each half term begins with the relevant Knowledge Planner for each curriculum branch e.g. Autumn 1: Creation and Covenant. This includes the Knowledge Lenses, Ways of Knowing and Key Vocabulary for that branch
- Each curriculum branch finishes with a bespoke assessment, created by St. Peter's, and links to the Ways of Knowing
- At the end of each branch, pupils complete a Golden Reflection, in which they choose a piece of learning that they feel has a special meaning to them. This is evidenced through a gold star in EYFS and Year 1 with verbal feedback, and a gold star and written golden reflection in Year 2 and above

RE Book Blessing Day

- Once a year, St. Peter's holds a special day in which children spend the day enhancing their RE books and end the day with a service in which Father Dan blesses our books with Holy water.