



ST. PETER'S CATHOLIC PRIMARY SCHOOL

Religious Education Policy

RED 2023

Date Policy Last Reviewed: January 2026

Signed: Catherine Young (Headteacher) Kelly-Anne Kent (Chair of Governors)

Date: January 2026

Review: January 2028

St. Peter's Catholic Primary School

Policy for Religious Education

Mission Statement

With Christ at the heart of all we do we promote a community where every individual is;

Valued and respected,
Listened to and loved,
Proud to belong,

Knowing that we are all unique individuals who show care and consideration and acceptance of others.

We encourage each other to aim high and achieve in a supportive and caring environment whilst creating treasured memories and values which stay with us for life.

We aim to fulfil the words of Jesus:

‘A new commandment I give you: Love one another. As I have loved you, so you must love one another.’

John 13:34

Our Vision is that all our pupils will learn... ‘To grow gently in the love of God.’

Our School Values

Our school values influence the whole school culture at St Peter's. They shape everything we do and every decision we make. They are the central thread, interwoven throughout our curriculum, our behaviour system and our pastoral support. Our pupils and staff endeavour to live these out every day.

With God's love we show:

Kindness:

We are gentle, caring and helpful towards each other.

Respect:

We recognise, understand and consider the feelings, wishes, opinions, rights and beliefs of others.

Belonging:

We welcome everyone and celebrate our differences. We believe that every individual is important and valued.

Integrity:

We are honest, truthful and do the right thing at all times.

Faith:

We are proud of our Catholic ethos and values – and promote understanding of all faiths.

Aspiration:

We aim high in all that we do.

Introduction

At St Peter's Catholic Primary School, Religious Education is at the heart of the curriculum and central to our identity as a Catholic community. Inspired by the teachings of Jesus Christ and rooted in the Catholic tradition, RE permeates every aspect of school life. It is not confined to the classroom but is lived out daily through our words, actions, relationships, and worship. We recognise that the home, school, and parish work together in the religious formation of our children. Parents are the first educators in faith, and their partnership is vital in nurturing each child's spiritual development. Our school environment is intentionally shaped by a Catholic ethos that is tangible and lifegiving, fostering a strong sense of community, reverence, and belonging. Religious Education at our school is ultimately about seeking meaning and purpose in life. We teach that God is love and that this love is best understood through lived experience—through kindness, compassion and service. We strive to create a school community where every child knows they are loved, valued, and called to grow in faith and friendship with God.

The Nature and Purpose of Religious Education

At St Peter's, Religious Education is at the heart of the curriculum and central to our mission as a Catholic community. Rooted in the vision of the Religious Education Directory 2023 (RED) RE is an academic subject with the same rigour and status as other core subjects, while also being integral to the spiritual and moral formation of our pupils.

We recognise two key dimensions of Religious Education:

- **Implicit Religious Education:** This takes place through the daily life and ethos of our school. Through relationships, routines, and the wider curriculum, pupils are continually invited to encounter the mystery of God and reflect on Gospel values in action. We actively seek and embrace these moments as opportunities for spiritual growth and formation. It is the policy of St. Peter's to use such opportunities as they arise.

- **Explicit Religious Education** – This is the formal, timetabled teaching of RE, which follows the structure of the RED. It is allocated 10% of curriculum time in each Key Stage and is delivered through a systematic and progressive programme of study. Pupils engage with Scripture, Church teaching, liturgy, and Catholic Social Teaching through the knowledge lenses of Hear, Believe, Celebrate, and Live, supported by the ways of knowing: Understand, Discern, and Respond.

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship

We work in partnership with parents and the parish, recognising that parents are the first educators of their children in faith. Together, we nurture each child's journey of faith, ensuring that Religious Education is not only taught but lived. The Catholic ethos of our school is tangible in our daily life. It fosters a strong sense of community, where every child is valued, and where the presence of Christ is encountered in word, action, and relationship.

Process: Curriculum

Religious Education Directory (2023): To Know You More Clearly

St Peter's follows the Religious Education Directory: To Know You More Clearly. The Religious Education Directory (RED) is a comprehensive framework for teaching religious education in Catholic schools in England and Wales. It outlines the purpose, structure, and content of RE, aiming to deepen pupils' understanding of the Catholic faith while fostering respect for other religions and worldviews. The RED provides a structured programme of study, including knowledge lenses, ways of knowing, and curriculum branches, ensuring a coherent, progressive, and theologically grounded approach to religious education.

Resources from Magister (accredited by the CES) are primarily used to implement this. Additional resources and material will be used to complement the programme and to address the distinctive circumstances of the school and the needs of its pupils.

Knowledge Branches

This curriculum is structured around six branches:

1. **Creation and Covenant** – God's gift of Creation and his promise to humanity.
2. **Prophecy and Promise** – God's call through the prophets and the coming of the Messiah.
3. **Galilee to Jerusalem** – Jesus' life, ministry, and teachings.
4. **Desert to Garden** – The Paschal Mystery: Lent, Holy Week, and Easter.
5. **To the Ends of the Earth** – The birth of the Church and its mission.
6. **Dialogue and Encounter** – Interfaith and intercultural understanding.

Knowledge Branches are thematic units that structure the RE curriculum across the school year. The structure is in the form of the Liturgical Year, one topic per half term. Scripture is the foundation of each branch and will develop knowledge, understanding, skills, compassion and awe and wonder across the curriculum.

Each branch is aligned with key aspects of salvation history and the liturgical calendar. These branches guide pupils through a narrative journey of faith, helping them explore Scripture, Church teaching, and Christian living in a coherent and progressive way.

Knowledge Lenses

Each branch is explored through six lenses:

Hear: Sacred Scripture and Revelation

An exemplification of Section One of Part One of the Catechism ('I Believe' – 'We Believe') that discusses the human capacity for God, Divine Revelation, and its transmission, Sacred Scripture, and the human response to God's invitation.

Believe: Doctrine and Creed

An exemplification of Section Two of Part One of the Catechism ('The profession of the Christian faith') that deals with the contents of the Creed.

Celebrate: Liturgy and Sacraments

An exemplification of Parts 2 (The celebration of the Christian Mystery) and 4 (Christian prayer) of the Catechism that deal with liturgy and prayer.

Live: Catholic Social Teaching and Ethics

An exemplification of Part 3 (Life in Christ) of the Catechism and the summary of Catholic social teaching found in the Compendium of the Social Doctrine of the Church that deals with the ways in which the disciples of Christ are called to be in the world.

Dialogue: Interfaith understanding

Is an exemplification of the Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions, and between Catholicism and non-religious or atheistic worldviews.

Encounter: Study of other religions and worldviews

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. As they progress through school, pupils will study;

- Other Christian denominations
- Judaism

- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews

Dialogue and Encounter set out the requirements in relation to the teaching of other religions and worldviews.

Knowledge Lenses are a key structural element of the RE curriculum. They define the core content areas that pupils are expected to study and understand by the end of each age phase. The term "lenses" is used to signify different perspectives through which the Catholic faith and other worldviews are explored. There are six knowledge lenses in total: four focus on the systematic study of Catholicism—Hear, Believe, Celebrate, and Live—and two support the study of other religions and worldviews—Dialogue and Encounter. Each lens corresponds to a particular aspect of religious understanding: for example, "Hear" relates to Divine Revelation and Scripture, while "Live" explores how faith influences moral and social action. These lenses ensure a comprehensive and coherent approach to religious education, enabling pupils to engage with the Catholic faith intellectually, spiritually, and practically, while also fostering respectful dialogue with other beliefs and cultures.

The six knowledge lenses indicate what should be known by the end of each age phase.

The Ways of Knowing:

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

Understand: (Head) – Knowledge and comprehension

In this way of knowing the aim is to help pupils understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

Discern: (Heart) – Critical thinking and reflection

In this way of knowing the aim is to help pupils be able to judge wisely in response to different interpretations of the meaning, significance and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good and what is beautiful.

Respond: (Hands) – Personal application and action

In this way of knowing the aim is to help pupils reflect personally and with integrity on what they have learnt and consider the implications for action these may have in their own lives and the world in which they live.

Ways of Knowing refer to the three distinct yet interconnected approaches through which pupils engage with religious education: understanding, discerning, and responding. These ways of knowing go beyond academic attainment to reflect a holistic model of learning. Pupils are encouraged to develop deep knowledge and comprehension of religious beliefs and practices (understand), to think critically and creatively about their meaning and significance (discern), and to reflect personally on how these insights might shape their own lives and actions (respond). Together, these approaches support pupils in making meaningful connections between faith, life, and learning.

Overview of Content

The Religious Education curriculum is structured around six thematic branches that align with the liturgical year and salvation history. These branches are explored progressively across the academic year:

Autumn Term

Branch 1: Creation and Covenant – Pupils explore God as Creator, the beauty of Creation, and the concept of covenant through stories like Genesis and Noah. Themes of stewardship and human dignity are introduced, linking to Catholic Social Teaching (CST).

Branch 2: Prophecy and Promise – Focuses on the prophets, especially Isaiah and John the Baptist, and the anticipation of the Messiah. Pupils study the infancy narratives and prepare for Advent and Christmas.

Spring Term ➤

Branch 3: Galilee to Jerusalem – Pupils journey through Jesus’ ministry, exploring his teachings, miracles, and parables. They learn about discipleship, compassion, and the Kingdom of God. ➤

Branch 4: Desert to Garden – Centred on Lent and Holy Week, this branch explores Jesus’ suffering, death, and resurrection. Pupils reflect on themes of forgiveness, sacrifice, and new life.

Summer Term ➤ Branch 5: To the Ends of the Earth – Pupils study the Ascension, Pentecost, and the early Church. They explore the role of the Holy Spirit and the Church’s mission in the world. ➤

Branch 6: Dialogue and Encounter – Encourages respectful engagement with other Christian denominations, world religions (e.g., Judaism, Islam, Dharmic traditions), and non-religious worldviews. Pupils develop intercultural understanding and explore shared values.

Each branch integrates the four knowledge lenses—Hear, Believe, Celebrate, and Live—and is supported by the “ways of knowing”: Understand, Discern, and Respond.

Implementation

Teaching and Learning

At St Peter's, teaching and learning in Religious Education are rooted in a holistic, dialogical, and academically rigorous approach. We follow the structure of the Religious Education Directory, delivering the curriculum through six thematic branches and four knowledge lenses—Hear, Believe, Celebrate, and Live—supported by three “ways of knowing”: Understand, Discern, and Respond. These elements guide our pupils to engage with religious content intellectually, spiritually, and personally. Religious Education is taught as a core academic subject, with a minimum of 10% of curriculum time allocated in each year group. Our lessons are carefully planned to be systematic and progressive, integrating Scripture, Church teaching, liturgy, and Catholic Social Teaching. Pupils are encouraged to explore religious truths through sacred texts, theological reflection, and real-life application, with a strong emphasis on critical thinking, personal reflection, and respectful dialogue. Our teachers act as witnesses to the faith and facilitators of meaningful discussion. They are committed to fostering theological literacy and creating safe, inclusive spaces where all pupils feel valued and heard. We use a wide range of resources—including art, music, drama, and cultural expressions—to enrich learning and promote intercultural and interfaith understanding.

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

A detailed lesson structure is used. Each lesson starts with a revisit to previous learning which enables children to have the opportunity to clarify any previous learning. The learning intentions and key vocabulary are shared and explanations given. Staff are encouraged to use a range of activities across a unit of work. Children may be given the opportunity to demonstrate deeper understanding through a next step task.

Pupils have the opportunity to adapt and refine their ideas and to process their thinking. They have the chance to give their own opinion on ideas and themes covered in lessons.

At St. Peter's, evidence of learning in Religious Education is recorded in a variety of meaningful and age-appropriate ways.

Assessment, Monitoring, Recording and Reporting

Assessment in Religious Education is an integral part of teaching and learning. It is used to support pupil progress, inform planning, and ensure that all learners are engaging meaningfully with the curriculum. In line with the Religious Education Directory, assessment is based on the “ways of knowing”: Understand, Discern, and Respond. These provide a framework for evaluating pupils' knowledge, critical thinking, and personal reflection.

We assess pupils' progress against the expected outcomes for each age phase, which are linked to the knowledge lenses—Hear, Believe, Celebrate, and Live. Assessment is both formative and summative, allowing teachers to monitor understanding throughout each unit and to make informed judgements at key points in the year.

Assessment methods include observation, discussion, written work, creative responses, and pupil self-reflection. Teachers use this evidence to provide feedback, adapt teaching, and celebrate achievement. Our approach to assessment values the whole child, recognising that growth in faith and understanding is a personal journey. It ensures that all pupils, including those with SEND, are supported to make progress and flourish in their religious education.

Formal Assessment

Class teachers use assessment grids at the end of each topic to evaluate pupils' progress in Religious Education. These grids are completed and included in pupils' RE books, with clear judgements made against the expected outcomes. Teachers indicate whether each pupil is working towards, working at, or working at greater depth, and provide a personalised next step to guide future learning. This ensures that pupils understand what they need to focus on to continue developing their knowledge and understanding. This approach supports both academic progress and spiritual development, in line with the expectations of the Religious Education Directory.

Class teachers use the online assessment platform Arbor to record termly teacher assessments, ensuring that pupil progress is monitored consistently and accurately throughout the year

- Assessment of standards is carried out in line with Diocesan guidelines.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in – house moderation of pupils' books is held at least once a year.
- RE lesson observations through the monitoring process are embedded across school enabling leaders to highlight areas of strength and development
- Monitoring of teaching and learning is triangulated through the use of lesson observations, RE book looks, pupil voice and data.
- Progress and achievement is recorded and tracked using assessment grids and the school's assessment system, Arbor. Parents have access to this and it is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors at termly meetings

EYFS

Our EYFS Religious Education curriculum is holistic, experiential, and rooted in wonder and awe. We integrate RE across all areas of early learning, using play, storytelling, sensory experiences, and creative activities to introduce our youngest children to the key elements of the Catholic faith. Children regularly encounter Scripture through stories, songs, and role-play, and are gently

introduced to prayer, the seasons of the Church, and simple liturgical celebrations. They learn about God's love, the beauty of Creation, the life of Jesus, and the importance of caring for others and the world around them. We also provide early opportunities for interfaith understanding, particularly through learning about Judaism. Assessment supports a smooth progression into Key Stage 1. Our approach ensures that every child begins their faith journey in a nurturing, inclusive environment that celebrates their natural curiosity and capacity for spiritual growth.

Inclusion and Equality

At St Peter's, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access and thrive in Religious Education. We deliver a fully inclusive curriculum that is flexible, differentiated, and responsive to the diverse needs of our learners. Using the "ways of knowing" (Understand, Discern, Respond), we provide opportunities for pupils to engage with the content meaningfully, whether through storytelling, visual resources, sensory experiences, or creative expression.

Our teaching strategies are designed to support all learners in developing their theological understanding, critical thinking, and personal reflection. We create safe, respectful spaces for dialogue, where every pupil's voice is valued. For pupils with SEND, we personalise learning outcomes and provide appropriate scaffolding to ensure they can participate fully and make progress. Our inclusive approach reflects our Catholic ethos, affirming the dignity and worth of every child.

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

The St. Francis Catholic Multi Academy Trust, Local Academy Committee and Senior Leadership Team have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Other Religions

At St Peter's, we are committed to fostering a spirit of respect, understanding, and dialogue with people of all faiths and worldviews. In line with the Religious Education Directory, we ensure that pupils have meaningful opportunities to learn about other religions and non-religious worldviews through the knowledge lenses of Dialogue and Encounter.

Pupils are introduced to the beliefs, practices, and traditions of other major world religions—such as

Judaism, Islam, Hinduism, and Sikhism—through age-appropriate, accurate, and respectful teaching. This learning is not comparative but seeks to understand each tradition on its own terms, encouraging pupils to appreciate the richness and diversity of religious life.

We also celebrate key festivals and events from other faiths throughout the school year, engaging in themed assemblies, and incorporating music, art and storytelling. These experiences help pupils to develop empathy, cultural awareness, and a deeper understanding of what it means to live in a diverse society.

Through this approach, we aim to form pupils who are confident in their own faith and identity, while being open to and respectful of the beliefs of others, in the spirit of authentic dialogue and the Church's mission to promote peace and unity.

Management of the Subject

Miss Sophie Topliss, the RE Curriculum Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. She is supported in this role by Mrs Catherine Young, Headteacher.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the RE leader, Head teacher, governors and staff and updated every two years.

APPENDIX 1

Primary RE Co-ordinator Job Description

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement an RE Assessment system in line with Diocesan guidance and support staff with this process.
- To collect and keep pupil books showing pupils working at expected from at least Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books every term.
- To attend Diocesan moderation meetings with the required pupil books.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:

1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.
 3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.
 5. A record of Staff Professional Development in RE
 6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
 - To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's CSED (Catholic Schools Evaluation Document).
 - To keep up to date with any changes to the Religious Education Curriculum Directory and attend relevant training.