St Mary and St Peter Catholic Primary School

Religious Education Policy



September 2025

Review: September 2027

Set Sail for Success

Mission Statement

Our learning adventure will see each and every one of us thrive in God's love as we set sail for success.

School Vision

We believe that even with God's love we can sometimes experience challenges. Just like our patron saints, Mary and Peter, they experienced difficult times in their life that took strength and perseverance to overcome. At our school, we value this challenge and encourage children to experience it, knowing that together with our support and love, they will experience a successful outcome be it in an academic subject or through social experiences. We are all exploring our own talents and each day we 'Set Sail for Success'

Gospel Values

Every person is a valued member of our community, invited to follow Christ's call to a life of love, hope and forgiveness. We respect and support each other to live in peace. We embrace challenge and develop the courage to create a better world for us all.

Teaching and Learning

Our religious programme reflects the Catholic faith. It provides a systematic presentation of the Christian way of life in ways which are appropriate to the stage of development of each child.
Our religious teaching is based on the religious, social and educational experiences of each child. Some children will already be engaged in the process of catechesis. For others it will be their first opportunity to hear the Good News of the Gospel.
We aim to provide all children with opportunities to recognise, reflect, value and test their experiences against Christian revelation and the experiences of others, so that their experiences take on a deeper meaning and grow.

Religious Education is a rigorous academic discipline and as such it is taught, developed and resourced with the same commitment as other subjects. Planning allows for continuity, progression and assessment opportunities.

The Religious Education Directory (RED) for Catholic Schools, Academies and Colleges in England and Wales - 'To Know You more clearly', provides our model curriculum.

Ten per cent of curriculum time is allocated to the teaching of RE at Key Stage 1 and 2.

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. Children are prepared for the Sacraments of Reconciliation and Holy Communion in the parish in which they live.

Through the Branch 'Dialogue and encounter', pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the

teaching of the Church about intercultural dialogue.

We focus on activities which evoke an active response in the children's lives and worship, and through which the children can express themselves. We provide activities that allow and encourage children to actively explore and reflect upon their own experiences and feelings freely and deeply, as well as upon those of others.

We provide a balance between practical, investigative tasks and teacher-led activities, and between paired, small group and class sessions.

Such activities could include:

- Recorded work – writing, drawing, digital records
- Listening to or reading stories, poems, reports, accounts etc.
- Music – singing, listening, composing
- Art and Photographs – investigation, appreciation, expression
- Meeting visitors, sharing personal experiences and asking questions
- Drama and role-play
- investigating topics and collecting facts
- Prayer and celebrations in worship
- School visits

We strive to ensure that, where appropriate, links are made between religious education and other areas of the curriculum. In particular we draw on techniques from areas of philosophy and PHSE.
We use of a range of resources produced by CAFOD, and other charities and organisations have enhanced our RE and helped to develop the global dimension of our curriculum.

By offering these kinds of teaching and learning opportunities we encourage children to develop an understanding of the relevance of the following Gospel values in their lives:

- Love of God
- Love of themselves and others
- Care for themselves and others
- Forgiveness of themselves and others
- Respect for themselves and others
- Giving of themselves to and for others

We encourage children to

- Develop a spiritual understanding – a sense of awe, wonder and mystery, and a sense of God in the world
- Develop a sense of uniqueness and worth
- Have respect and tolerance for others who hold different religious views
- Develop an understanding of the obligations, responsibilities and joys of belonging to the Catholic community.

We foster in children the ability to:

- Listen, think critically, spiritually, ethically and spiritually
- Make informed judgements
- Take responsibility for their own actions

- Recognise the consequences of their own actions
- Examine, and evaluate their own feelings and motivations
- Choose, change and forgive,
- Reflect on their actions and experiences
- Develop skills of interpersonal relationships
- Respond in faith, gratitude and love of God

Assessment, Recording and Reporting

We regard the purpose of assessing, recording and reporting as to ensure effective learning, to celebrate growth and achievement and to enable further progress and development.
Assessment, recording and reporting are related to overall RE aims, and the specific learning objectives of themes and topics.
The expected outcomes in the RED, are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase has a prescribed set of expected outcomes that indicate what pupils are expected to know, remember and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.
It is against these expected outcomes that schools will assess pupil progress, both formatively and summatively. The directory does not prescribe a particular approach to assessment but does provide clear expectations for each age-phase that will allow meaningful assessment to occur.
The school is keeping itself abreast of further developments in this area.
Teachers' end of term assessments are collated and analysed by the RE Leader.

Assessment is both formative and summative. The assessment of the progress made by individuals and groups informs daily and weekly planning. Children are given opportunities to reflect on and evaluate their own academic progress and spiritual development, e.g. during RE sessions, circle time. Peer and self-assessment are both becoming increasingly important and effective parts of the assessment process.
Recording of RE may take many forms and can include:

- Written work in books – accounts, poems, prayers etc.
- Work completed for display
- Art work and taped music recordings
- Photographs and recordings of drama work in progress

A formal reporting to parents takes place at the end of each school year.

Assessment information is passed on the next teacher at the end of each academic year and to Notre Dame High School and other secondary schools on transfer.

Children's progress is tracked by the RE leader and reported to the Headteacher and School Governors.

The RE leader has a job description and is responsible for the monitoring, evaluating and development all areas of RE and Collective Worship. The RE leader and Headteacher monitor the different areas of RE on a rolling programme. These areas include:

- teaching and learning
- quality of worship
- display and prayer corners
- percentage of curriculum time dedicated to RE

Most monitoring is done through direct observation, but also includes a scrutiny of planning and assessment, and recorded RE work.

Resources are audited and spending needs identified on an annual basis.

This policy will be reviewed every two years

Next review date: September 2027