



Religious Education Policy



Approved by: SPC Full Governing Body Date: July 2026

Next review due
by: July 2027

Our Mission

We put Jesus at the heart of everything that we do.

special **kind** unique inventive
generous awesome gentleness
purity helpful good **positive**
expressive enjoyable caring
adventurous bouncy zingy
fun **truth** colourful superb
confident polite **compassion**
friendly enthusiastic marvellous
comforting nice remarkable
happy **magnificent** great
meaningful forgiveness
exceptional **joy** wonderful
interesting creative hopeful
incredible spectacular
original brilliant **peace**
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful **sacrifice**
glorious fantastic **tolerance**
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing **humility** loving
energetic **smiling** captivating
justice encouraging mercy
gracious **faithful** important
supporting delightful thankful
hard-working tremendous



St. Peter's
Catholic Primary School



St Raphael
the Archangel
Catholic Multi-Academy Trust

*Forming Christ-centred pilgrims of hope with kind hearts, questioning minds,
a thirst for knowledge, and a hunger for justice.*

1. Mission

St. Peter's is a Catholic school, and our Mission is that we put Jesus at the heart of everything that we do. Our Catholic ethos sets our school apart from our friends in non-Catholic schools, primarily because we allow the Gospel Values of the faith to flow through each aspect of the education we provide for our children. At St. Peter's, we endeavor to meet the needs of our children, families and community.

Catholic Schools exist for four main reasons:

- to make Christ known to all people
- to assist parents as the primary educators of their children, (in the education and religious formation of their children)
- to be at the service of the local church
- to be a service to society.

2. Aims of Religious Education

- Recognise that everyone is created in the image and likeness of God
- Help each child to develop their conscience and enable each child to adopt attitudes of care and respect for each other
- To promote the sacramental life of children and their families
- Develop a relationship with God by responding to the presence of God in their lives through prayer and reflection
- Develop knowledge and understanding of the Catholic faith in partnership with parents and the parish community
- Apply literary skills to the study of RE
- Foster attitudes of respect and understanding for the beliefs and traditions of other faiths and of the global community

"The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life."

~ Religious Education Curriculum Directory

3. Entitlement & Provision

Within our school, great emphasis is given to Religious Education, Prayer and Liturgy, the celebration of the Mass and preparation for the Sacraments. Religious Education is a core subject and is allocated 10% of the curriculum time, as required by the Bishops' Conference. This 10% is provided each and every week of the school year. RE has parity with English and Maths and is regarded just as highly.

RE is taught over two separate sessions in the week and equates to approximately 2 hours 30

minutes per week in KS1 and KS2. In the EYFS classrooms, RE is taught explicitly over two sessions, with continuous provision activities including a reflection of the theme for RE learning that week.

4. Scheme of Work for RE

RE is a core subject. The schools in our partnership follow the Diocesan curriculum for Religious Education. From September 2026, we will teach our RE lessons using the Birmingham Catholic Diocese Curriculum 'Discerning Disciples'. The curriculum is arranged into 6 branches. To ensure every lesson is grounded in best practice and faithful to the curriculum, we approach every RE lesson using the DISCERN model. This offers clear, memorable pedagogical principles for lesson planning and delivery to form Christ-centered pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

In addition to the Diocesan Curriculum, pupils will:

- Follow the Ten Ten Scheme as part of the school's delivery of Relationships and Sex Education
- Experience the Catholic Schools Profile by focusing on two paired virtues each half-term in line with the Diocesan plan
- Be taught Catholic Social Teaching Values through the curriculum
- Learn about the School Mission
- Celebration and learn the Liturgical traditions of the Catholic Church through, for example, saying the Rosary and the Stations of the Cross.
- Each class also celebrates and learns about their class saint, as well as celebrating the feast day of our patron Saint

5. Sacramental Preparation

The schools support sacramental preparation for Year 3 and Year 6, in partnership with the parish. We follow the Diocesan guidance and support provided for Sacramental preparation for Year 3 and Year 6. Our sacraments follow a two-year rolling cycle.

Our parish priests also work with the children in the lead up to these sacraments. Parents meetings are also held in partnership with Catholic Leamington Schools.

6. Other Faiths and Religions

Other faiths are taught annually through a dedicated multi-faith week. The children learn about five world religions: Sikhism, Islam, Hinduism, Buddhism and Judaism. Each faith is studied for a day during this week. Each year group learns about a different element of these faiths, recording their learning in their RE book. Planning ensures that the children are sequentially building up their knowledge and understanding, appropriate to their age and stage. Children have opportunities for visits where the emphasis is to raise awareness of where different people worship. Children are encouraged to recognize and value the international and multicultural nature of the Catholic Church including British Values of tolerance of different faiths and beliefs.

A range of visits and speakers are organised throughout the week in order to fully immerse the children in these faiths and deepen understanding.

7. Catholic Social Teaching

God's teachings are the foundational pillars for our whole curriculum. The Catholic Social Teachings (CST) of the church are our moral compass, guiding us on how to live out our faith in the world. CST inspires us to see every person as a child of God and Pope Francis calls us to collectively protect our common home. This curriculum ensures our pupils leave our schools with a love of the Word of God, the desire and ability to think deeply about issues near to and far from our school community and a passionate understanding of how to live sustainably, working actively to improve all these for the common good.

8. Planning

The RE Lead has responsibility for the development of RE throughout the school, including planning the coverage of each unit in the RE curriculum and how long each unit will be taught for.

Long term planning: Each year a long term plan, linked to the liturgical seasons, is planned and followed. These plans are written by the RE Lead in consultation with class teachers.

Medium term planning: This is the responsibility of the class teacher and is completed on a unit-by-unit basis. These informal plans are kept by each teacher.

Short term planning: This is the responsibility of the class teacher and is completed on a weekly basis. The model planning format from the Birmingham Diocese is used for this purpose. Teachers are subject to planning scrutinies throughout the year.

9. Equal Opportunities and SEND

All pupils are treated as individuals regardless of race, gender and religious background, within a caring atmosphere. This is in line with the schools' Equality Policy.

10. Marking & Feedback

Marking and Feedback: All marking and feedback is in line with the whole school Feedback policy. Each lesson begins with retrieval. The RE Age Related Standards are also used for providing thought-provoking reflections as part of effective feedback.

In line with the Discerning Disciples Curriculum, work will be labelled with a 'Direct Knowledge Statement' at the end of the lesson. This statement will be marked in line with the school feedback policy. Currently, it will be ticked in green pen if it has been achieved by the child in the lesson. It will be double ticked if it has been met to a greater depth. It will be dotted if the child has not achieved the knowledge statement. Misconceptions will be indicated with green pen and marked with 'VF' to show verbal feedback was given at the point of teaching. Teachers will only add a comment when they feel it is appropriate e.g. to clarify an element of a child's learning a little further or to pose a reflective question to deepen a child's knowledge and understanding.

11. Assessment, Recording and Reporting

The monitoring and assessment focus follows a rolling programme, set by the Diocesan Education Service. End of Unit assessments are carried out by class teachers throughout the year as identified in the assessment schedule. At the end of each unit of work, identified children have at least one piece of work assessed against the relevant age-related standards.

Assessments are regularly moderated with all class teachers. This provides a broader comparison group, which in turn leads to improved accuracy in assessing attainment in RE.

Reporting to Parents: Children's work and progress is discussed with parents at each parents evening, with a written comment in the annual report to parents, shared in July each year.

12. Monitoring and Evaluation

Monitoring takes place in line with the school's annual monitoring schedule. The policy document and curriculum planning are evaluated, and revised if necessary, in line with school improvement priorities. The RE Lead teacher monitors and evaluates RE and teaching and learning, reporting to the governing body each term and working with the parish priest on these activities.

13. RE displays and Prayer Tables

There should be an RE display in every classroom, in addition to the prayer area in each

classroom. RE displays are usually linked to the RE unit of work or the liturgical season. Each classroom has a designated prayer area. This is draped in cloth depicting the current liturgical colour. The Crucifix is displayed prominently. The area has specific prayers displayed for use during classroom worship. Children are encouraged to use this area as a main focus when praying singularly or together. Children of all ages are encouraged to write and prepare their own prayers usually focusing on the liturgical time of year. Each classroom is expected to have at least one RE display which reflects either the current topic being taught, or the liturgical time of year.

14. Role of the RE Lead Teacher

Please see full job description for the RE Lead.

15. Health and Safety

Health and safety and risk assessments take place in line with LA guidelines. This policy is cross-referenced with the schools' Health and Safety Policy.

16. Legal Right of Withdrawal

Parents of pupils at this Catholic Academy have the right to request that their child be wholly or partly withdrawn from Religious Education and/or Collective Worship provided by the Academy. Any such request will remain in force until it is withdrawn by the parent.

Early Career Teacher (ECT)

- Induction programme to include religious education/Catholic schools target
- Visits to other local Catholic primary schools
- Mentor (Catholic teacher) to provide subject knowledge and oversee planning, teaching, and assist in the preparation of assemblies and Masses
- Arrange in-service training (check Birmingham Partnership and all other religious education in-service training)
- Participate in prayer & liturgy

Experienced teacher

- Mentor/link teacher (Catholic teacher) to provide subject knowledge and assist with planning, teaching, preparation of assemblies and Masses
- Opportunities for informal meetings
- Monitoring of planning, lessons, book trawl
- Contribute to religious education curriculum through his/her subject knowledge of other faiths
- Participate in and lead prayer & liturgy
- Involvement in preparation of children and resources for religious celebrations
- Contribution to/involvement in formulating school mission statement, aims, long term plans and religious education policy