RELIGIOUS EDUCATION POLICY



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School Mission Statement

With JESUS at the heart, we learn, love and serve.

1. Aims and Objectives

Aims of Religious Education at St Peter and St Paul Catholic Primary Academy

The purpose of Religious Education at St Peter and St Paul Catholic Primary Academy is to develop pupils' knowledge and understanding of the Catholic faith, the life and teachings of Jesus Christ, Scripture and the traditions of the Church. Through a rich and progressive curriculum, we aim to deepen pupils' understanding of Catholic beliefs and values and encourage them to reflect thoughtfully on the meaning and significance of faith in their lives and the wider world.

Prayer, liturgy and reflection are central to our Catholic identity and enrich the life of our academy. Through our Catholic ethos, we seek to promote compassion, justice, respect and responsibility, helping pupils understand how Christian beliefs and Catholic Social Teaching can inform relationships, decisions and actions. Religious Education also contributes to pupils' spiritual, moral, social and cultural development, preparing them to participate thoughtfully and responsibly in a diverse society.

At St Peter and St Paul Catholic Primary Academy, Religious Education is at the heart of our curriculum and Catholic mission. We use Source to Summit: Lighting the Path to support the planning and delivery of a structured, progressive RE curriculum from Reception to Year 6. Our approach extends beyond the classroom, strengthening relationships with families, our parish and the wider community. Catholic Social Teaching is woven into school life, encouraging pupils and adults to recognise the dignity of every person and put Gospel values into practice through compassion, service and a commitment to the Common Good.

Objectives of Religious Education

Through Religious Education, we aim to:

- Faith and Knowledge: Develop pupils' knowledge and understanding of the Catholic faith, Scripture, the teachings of Jesus Christ and the traditions of the Church.
- Prayer and Contemplation: Provide opportunities for pupils to encounter different forms of Catholic prayer, meditation and reflection, including the Rosary, Lectio Divina and Visio Divina.
- Spiritual Development: Encourage pupils to reflect on their experiences, develop a sense of awe and wonder, and explore questions about God, creation, meaning and purpose.
- Respect and Dialogue: Develop pupils' understanding of other religions and worldviews, fostering respect, thoughtful discussion and positive relationships across different beliefs and traditions.
- Personal Development: Encourage pupils to consider how faith and Catholic Social Teaching relate to their lives, choices, relationships and responsibilities.
- Community and Relationships: Promote dignity, compassion, forgiveness, mutual respect and a commitment to the Common Good.
- Justice and Human Dignity: Develop pupils' understanding of justice, fairness, human dignity, stewardship and the responsibility to care for others and God's creation.
- Living Faith: Encourage pupils to consider how Catholic beliefs and Gospel values can inform their attitudes, decisions and actions in everyday life.

2. Leadership and Governance

The Headteacher, Senior Leadership Team and Local Governing Body work together to ensure that Religious Education remains central to St Peter and St Paul's curriculum and Catholic mission. They provide strategic direction, appropriate resources and effective oversight of the quality of RE provision.

The RE Subject Leader leads curriculum implementation, supports staff development and monitors standards and progress. School leaders and governors also monitor the academy's Catholic life and mission, using appropriate self-evaluation processes, including the Catholic School Evaluation Document, to identify strengths and priorities for improvement.

Roles & Responsibilities

The Local Governing Body

- Ensures that Religious Education is taught in accordance with the applicable requirements of the Bishops' Conference and the Archdiocese of Southwark, including the expectation that it accounts for at least 10% of taught curriculum time.
- Monitors the standards and effectiveness of RE, Collective Worship, and Catholic Life through regular reporting from the RE Leader and Headteacher.
- Ensures the Academy fulfills its legal duties, statutory requirements of the Bishops' Conference, and expectations of the Education Commission for the Archdiocese of Southwark.

The Headteacher & Senior Leadership Team (SLT)

- Provides strategic leadership for Religious Education, ensuring that it reflects the academy's Catholic mission and that the wider Catholic ethos informs all aspects of school life.
- Allocates appropriate resources and continuous professional development (CPD) opportunities for staff to maintain high standards of teaching and learning in RE.
- Fosters strong links between the Academy, families, and parish communities.

The RE Subject Leader

- Provides clear vision and leadership for RE across the academy, overseeing implementation of the current Religious Education Directory (RED) through Source to Summit: Lighting the Path and ensuring that curriculum planning reflects diocesan guidance.
- Conducts regular monitoring and self-evaluation, including lesson observations, learning walks, book scrutinies, and pupil voice analysis.
- Monitors pupils' progress and attainment in RE, supporting teachers with assessment, moderation and the use of assessment information to inform future teaching.
- Collaborates with the Archdiocese of Southwark Education Commission, attending diocesan training and network meetings to stay informed on current best practices.
- Mentors staff, supports ECTs and new teachers in Catholic education, and manages RE resources.

Class Teachers & Support Staff

- Plan and deliver high-quality, engaging RE lessons in line with the Academy's policies and diocesan guidance.
- Assess pupils' understanding and track progress accurately to ensure appropriate challenge and support for all learners.
- Make appropriate connections between RE learning, Scripture, Catholic Social Teaching and the wider Catholic life of the academy, while maintaining a clear distinction between classroom RE and collective worship.
- Promote high standards of religious literacy and vocabulary appropriate to each key stage.

3. The RE Curriculum

Teaching and Learning

At St Peter and St Paul Catholic Primary Academy, our Religious Education curriculum is designed to:

- Develop a Christ-centred understanding of the Catholic faith, including Scripture, the teachings of Jesus Christ and the traditions of the Church.
- Develop pupils' religious knowledge, theological understanding, subject-specific vocabulary and ability to engage with religious questions.
- Encourage critical thinking, reasoned explanations and thoughtful reflection on religious beliefs and practices.
- Enable pupils to explore the meaning and significance of faith and make connections between religious learning and life in the wider world.
- Promote respectful dialogue and understanding of other religions and worldviews, in accordance with the curriculum and diocesan guidance.

Our Religious Education curriculum is informed by the current Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales and the guidance of the Archdiocese of Southwark.

We use Source to Summit: Lighting the Path, published by Oxford University Press, to support curriculum planning and delivery from Reception to Year 6. The scheme provides structured teaching resources and opportunities for pupils to develop and deepen their

religious knowledge and understanding as they progress through the academy. Teachers use these resources alongside professional judgement, assessment information and diocesan guidance to ensure that learning is appropriate, inclusive and progressive.

Key focus areas include:

- Advent: Exploring the themes of preparation, hope and expectation as the Church prepares to celebrate the birth of Jesus Christ.
- Lent and Easter: Exploring Jesus' Passion, death and Resurrection and their significance for the Catholic faith.
- Mary and Marian Devotion: Developing pupils' understanding of Mary and her place in the Catholic faith, including the Rosary and Marian devotions.
- Feasts and Solemnities: Exploring significant celebrations in the liturgical year, including the Ascension, Pentecost, the Assumption and the feast days of Saints Peter and Paul.

Time Allocation

Religious Education is a core subject within the academy's curriculum. In accordance with the applicable requirements of the Bishops' Conference and diocesan guidance, at least 10% of taught curriculum time is allocated to RE across each academic year.

Collective worship, assemblies and hymn practice are additional to this allocation and are not counted as taught RE curriculum time. The academy monitors its timetable to ensure that the required allocation is maintained.

Progression

The RE curriculum is planned to ensure that pupils build on prior learning and develop increasingly secure and sophisticated religious knowledge, understanding and skills as they progress from Reception to Year 6.

Progression is demonstrated through pupils' increasing ability to:

- Recall, explain and make connections between key religious beliefs, concepts, Scripture and traditions.
- Understand the meaning and significance of religious stories, symbols, practices and celebrations.
- Use religious vocabulary accurately and confidently.

- Explore theological questions and consider different interpretations and viewpoints.
- Refer to Scripture and other appropriate sources to support explanations and interpretations.
- Explain how Catholic beliefs and teachings relate to moral questions, human experience and life in the wider world.
- Demonstrate increasing independence when engaging with the three Ways of Knowing: Understand, Discern and Respond.

Enrichment

Pupils deepen their learning through Spiritual Journals, extension activities, opportunities for reflection and participation in the wider Catholic life of the academy. Collective worship complements classroom RE and provides additional opportunities for prayer, celebration and spiritual development.

Teaching of Other Faiths and Worldviews

Religious Education at St Peter and St Paul Catholic Primary Academy includes opportunities for pupils to learn about other religions and worldviews, developing knowledge, understanding and respect for the beliefs and practices of others.

Through the Dialogue and Encounter branch of the curriculum, pupils explore other religious traditions and consider how people from different backgrounds understand faith, community and the world. Learning is planned in accordance with the current RED, diocesan guidance and the academy's curriculum sequence.

Teachers provide opportunities for respectful discussion, thoughtful questioning and the development of religious literacy, helping pupils appreciate both differences and shared values across religious traditions and worldviews.

Relationship and Health Education

Please see our Relationship and Health Education policy.

4. Inclusion and Support

Special Educational Needs and Disabilities (SEND)

At St Peter and St Paul Catholic Primary Academy, we are committed to ensuring that every pupil can access and participate meaningfully in Religious Education. Teaching is adapted to meet pupils' individual needs while maintaining high expectations for learning and progress.

Teachers use appropriate strategies, which may include visual scaffolding, explicit modelling, carefully structured language, flexible grouping, additional processing time and targeted adult support. Pupils may demonstrate their understanding through a range of approaches, including discussion, oral responses, drama, art and practical activities, where these are appropriate to the learning objectives.

The academy uses the relevant guidance from the current RED and diocesan SEND guidance to support inclusive curriculum planning. Every pupil is encouraged to engage with religious learning, reflect on important questions and participate in the wider Catholic life of the academy.

In accordance with Diocesan guidelines, a pupil's personal journey of spiritual reflection is not formally assessed, though continuous opportunities for spiritual growth are embedded throughout the curriculum and school day.

5. Spiritual Development, Prayer and Worship

Spirituality, Meditation and Reflection

The academy provides opportunities for pupils to explore spirituality through prayer, stillness, contemplation and reflection. These experiences support pupils in engaging thoughtfully with Scripture, sacred imagery and questions of faith and meaning.

- **Lectio Divina (*Divine Reading*):** An ancient monastic practice of prayerfully reading Scripture to discern God's message and deepen one's relationship with Him through step-by-step reflection.
- **Visio Divina (*Divine Seeing*):** A visual adaptation where children contemplate sacred images. Pupils reflect on what they see through the lens of their faith, the Sacraments, and their personal lives, learning to uncover religious signs and symbols.

Opportunities to Pray and Acts of Worship

Prayer and liturgy are central to the Catholic life of the academy. Pupils are given opportunities to participate in formal and spontaneous prayer, reflection and meditation. Each classroom has a religious focal point that supports prayer and provides a visible reminder of the academy's Catholic identity.

Pupils learn traditional Catholic prayers, explore different forms of prayer and are encouraged to develop their own thoughtful responses. Daily class prayers take place in the morning, at lunchtime and at the end of the school day.

Pupil leadership is an important feature of our spiritual life. Pupils lead class prayer, contribute to celebrations of the Word and support the wider school community through the work of our Faith Leaders, Luminaries and Mini Vinnies. Through these experiences, pupils are encouraged to connect Gospel values with practical acts of service.

Spiritual and charitable actions are enriched by our active student groups:

- Prayer Leaders and Faith Leaders act as role models, guiding others in worship.
- Luminaries champion the school's spiritual vision and moral compass.
- Mini Vinnies turn prayer into action by serving the parish and fighting poverty.

Acts of Worship include:

- Whole-school Celebration of the Word on Wednesdays.
- Pupil-led class prayer on Fridays.
- Class-led assemblies or celebrations based on the Gospel, where applicable.
- School Masses and other liturgical celebrations.

Further details of the academy's provision for prayer, liturgy and collective worship are set out in the separate Prayer and Liturgy Policy.

6. Partnership with Parents, Parish and Community

Parish Links

St Peter and St Paul Catholic Primary Academy maintains supportive links with its parish community, working with local clergy to enrich pupils' understanding of the Catholic faith and the liturgical year. These links include sacramental preparation, where applicable, and opportunities to participate in Mass and other liturgical celebrations.

Pupils participate in school and parish celebrations throughout the academic year, helping them develop an understanding of the relationship between the academy, the parish and the wider Church.

Parents as Primary Educators

The academy recognises and respects parents and carers as the first educators of their children. We seek to maintain open communication about RE learning, opportunities for prayer and liturgy, and significant events in the academy's Catholic life. Parents and carers are welcomed and encouraged to participate in Mass, pupil-led liturgies and celebrations of important feast days.

7. Assessment, Monitoring and Impact

Assessment

Assessment in Religious Education enables teachers to identify what pupils know and understand, recognise misconceptions and plan appropriate next steps in learning. Teachers use questioning, discussion, observation, written work and other learning activities to evaluate pupils' progress throughout each unit of study.

Assessment focuses on pupils' developing religious knowledge, understanding, use of subject-specific vocabulary, ability to make connections and capacity to explain religious ideas using appropriate evidence. Teachers also consider how pupils develop their understanding through the three Ways of Knowing: Understand (the core truths, Scripture, and teachings of the Catholic faith, grounding their academic learning in deep theological knowledge), Discern (the deeper meaning and truth of these teachings, discovering how God calls them to love one another and navigate moral choices in our world) and Respond (personally and spiritually, putting their faith into action as they serve their school, parish, and wider community with compassion and integrity).

The Key Purposes of Assessment:

- To ensure pupils understand learning expectations and how to improve.
- To provide appropriate support and challenge so that all pupils can make progress.
- To identify gaps in learning and misconceptions promptly.
- To inform future planning, teaching and curriculum adaptation.

Teachers assess pupils' learning throughout each unit and review their understanding at the end of each topic, drawing on the expected outcomes and assessment guidance associated with the current RED and the academy's agreed assessment procedures. Assessment information is recorded termly using Insight Tracker. Teachers use this information to identify pupils' strengths, gaps in learning and next steps. Work scrutiny, pupil discussions and moderation support a consistent understanding of standards across year groups.

Pupils' personal faith, spirituality and individual responses to prayer are not formally assessed. Assessment in RE focuses on pupils' religious knowledge, understanding and skills. The academy nevertheless provides regular opportunities for pupils to reflect, ask questions and develop spiritually.

Monitoring

The RE Subject Leader, supported by the Senior Leadership Team, monitors the quality and effectiveness of Religious Education across the academy. Monitoring activities may include lesson visits, learning walks, work scrutiny, review of Spiritual Journals, pupil discussions, planning reviews and analysis of assessment information.

Monitoring evaluates whether:

- The planned curriculum is being taught in the agreed sequence and receives the required curriculum time.
- Teachers demonstrate secure subject knowledge and use appropriate teaching approaches.
- Pupils develop their religious knowledge, understanding and subject-specific vocabulary over time.
- Work demonstrates appropriate challenge and reflects pupils' learning and understanding.
- Feedback helps pupils recognise their achievements and improve their learning.

- Teaching is adapted appropriately to support pupils with SEND and other learning needs.
- Assessment is used effectively to identify misconceptions, inform planning and support progress.
- Findings inform professional development, curriculum refinement and the academy's wider self-evaluation and improvement planning.

Curriculum Impact

The impact of the RE curriculum is reflected in pupils' developing knowledge and understanding of the Catholic faith, their ability to engage thoughtfully with religious questions and their growing appreciation of the significance of faith in everyday life.
By the end of Year 6, pupils should demonstrate age-appropriate and increasingly secure knowledge of Scripture, the teachings and traditions of the Catholic Church, and the beliefs and practices explored through the RE curriculum. They should be able to explain religious ideas, use subject-specific vocabulary, make connections between different areas of learning and support their interpretations with appropriate evidence.

Pupils should also be able to engage thoughtfully with theological and ethical questions, demonstrate respect for different beliefs and worldviews, and explain how Catholic teachings can inform choices and actions in everyday life. Their progress is evaluated through assessment, pupil discussions, work scrutiny and curriculum monitoring.

Through Religious Education, we aim to develop religiously literate, thoughtful and compassionate young people who understand the significance of faith, recognise the dignity of others and appreciate the importance of service, justice and responsibility.

8. United Nations Convention on the Rights of the Child (UNCRC)

Article 30 recognises the rights of children belonging to minority groups to enjoy their own culture, practise their religion and use their language.

Policy approved by:

Date approved:

Date of next review:

Appendix 1: Source to Summit: Lighting the Path scheme

St Peter and St Paul Catholic Primary Academy uses Source to Summit: Lighting the Path to support the planning and delivery of Religious Education from Reception to Year 6. The scheme provides structured teaching resources, including lesson plans, editable PowerPoint presentations, teaching guides and professional development materials.

These resources support teachers in delivering engaging, age-appropriate learning and developing their subject knowledge and confidence. The scheme also supports curriculum progression by providing opportunities for pupils to revisit, develop and deepen their religious knowledge and understanding.

Teachers use the scheme alongside professional judgement, assessment information and diocesan guidance to ensure that learning meets pupils' needs and reflects the requirements of the current RED.

The scheme provides additional support for teachers through scriptural guidance, assessment resources, mixed-age planning guidance and support for pupils with SEND. Teachers adapt resources and activities to ensure that all pupils can access the curriculum and make progress.

Teaching and learning are informed by the three Ways of Knowing identified in the RED:

- Understand: Pupils develop knowledge and understanding of Scripture, Catholic beliefs and the teachings and traditions of the Church.
- Discern: Pupils reflect on the meaning and significance of religious learning, make connections and consider different interpretations and viewpoints.
- Respond: Pupils develop thoughtful responses to their learning and consider how religious beliefs and teachings relate to life and the wider world.

Within Lighting the Path, three angelic helpers represent the three Ways of Knowing: Understand, Discern and Respond. They guide pupils through questions and activities that support their religious knowledge, reflection and understanding.

Autumn 1 Branch 1	Autumn 2 Branch 2	Spring 1 Branch 3	Spring 2 Branch 4	Summer 1 Branch 5	Summer 2 Branch 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter

Appendix 2: RE Vocabulary progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn one **Branch one: Creation and Covenant**	Love Unique God's family Sign of the Cross Creation Stewardship	God Father Creation Pope Francis Laudato Si Our Father Creed	God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/New Testament	Genesis poetry Creator image and likeness dignity equality	covenant Abraham Sarah Isaac Joseph forgiveness virtue faith hope love	covenant Moses Exodus Sinai Commandments virtues grace	Creation Fall Eden evolution baptism salvation
Autumn two **Branch two: Prophecy and promise**	Advent Jesus Mary Joseph Shepherds Angels Birth Manger Crib Nativity	Jesus Bible Annunciation angels Visitation Hail Mary Gloria	Advent Advent wreath Annunciation Isaiah John the Baptist Magnificat prophet Zechariah	Mass Sunday Advent Joseph angel Liturgy of the Word	Advent prophet Elijah John the Baptist Jesse tree Christ the King	Samuel David anointing antiphon psalm Advent	salvation history fulfilment Old Testament Lucan Matthean protagonists Mary, Mother of God Magnificat religious order
Spring one **Branch three: Galilee to Jerusalem**	Wise men Magi Gifts Christmas Glory Be Welcome	Presentation Temple mission Son of God light Candlemas	baptism John the Baptist miracle parable temptation sin sorrow forgiveness reconciliation	Kingdom of God miracle parable Magi Adoration Epiphany	Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised	Beatitude sermon petition Transfiguration Our Father virtue	Cana Bethesda Lazarus sacraments
Spring two **Branch four: Desert to garden**	Lent Cross Holy Week Died on a cross Rose New life Easter Easter garden	Temptation Last Supper Crucifixion Resurrection Ash Wednesday Palm Sunday Lent Easter Family Fast Day	Easter Vigil forgiveness Kyrie Eleison reconciliation sin	Mass sacrament Eucharist Last Supper communion	Lent Holy Week parable sin forgiveness mercy	Ash Wednesday Lent sin deadly sin fasting prayer conscience death judgement heaven hell	Bethany anoint discourse Pilate Crucifixion Holy Week Stations of the Cross
Summer one **Branch five: To the ends of the Earth**	Holy Spirit Coming of Pentecost Early Christians Good News Parish church Parish family Community	Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel	Holy Spirit Ascension Pentecost Saul prayer Fruits of the Spirit love joy peace patience kindness generosity faithfulness gentleness self-control	Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship	Church Pope apostles apostolic Creed people of God communion of saints Mary, Mother of the Church and Queen of Heaven	confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace	Adam Mary Magdala Resurrection martyr Witness saint charity
Summer two **Branch six: Dialogue and Encounter**	St Peter St Paul Friend of Jesus Faith tradition	Christian Church parish community sign of the cross Jew Jewish/Judaism Torah	Samaritan Sabbath Shabbat synagogue neighbour respect	Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan	Damascus Liturgy rite Christian Islam Five Pillars of Islam Shahada, Salah, Sawm, Zakat, and Hajj Common good	Old Testament New Testament Bible Tanakh Shema Mezuzah	