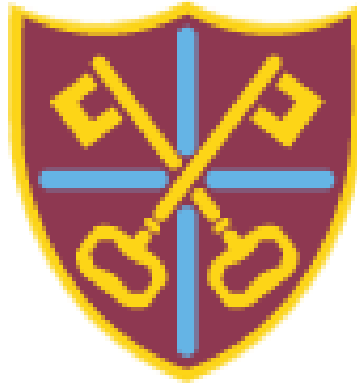


# **St. Peter's Catholic Primary School**



## **Religious Education Policy**

### **Mission Statement**

**St Peter's – building firm foundations for life**  
**We care for others**  
**We achieve our best**  
**We grow in faith**

Approved: Autumn 2026  
Next Review: Autumn 2027

## **All that we do at St Peter's is shaped by our commitment to our Faith.**

Our Mission Statement is reflected in our Religious Education curriculum as the teaching of Religious Education is designed to meet the principles and goals as laid down in the School's Mission Statement.

### **The Importance of the Role of Parents in Religious Education**

St Peter's Catholic Primary School recognises the central role parents have in the religious education of their children. The Catechism of the Catholic Church reminds us that

*"Parents have the first responsibility for the education of their children. They bear witness to this responsibility first by creating a home where tenderness, forgiving, respect, fidelity and disinterested service are the rule."* (CCC 2223)

As the Statement of the Bishop's Conference of England and Wales on Religious Education in Catholic Schools '2000' states,

*"The first educators in the faith are parents. It is they, above all others, who establish in their children the first sensitivity and responsiveness to the presence of God, to the practice of prayer and to the patterns of life in the community of faith, the parish. By foundations of a life-long faith and discipleship in their children are laid down."*

### **Our Catholic School**

It is in the spirit of the above statement that our school works. We see St Peter's School in the partnership with the home and the parish communities to which our children belong. As the General Directory for Catechesis affirms,

*"This partnership between home and parish is enhanced by the role of the Catholic school in which the educational mission of the church finds a particular and important expression."*

This 'educational mission' is our central role.

### **Our Vision for RE**

Religious Education takes pride of place in the school curriculum. It compliments and builds upon experiences children gain in other areas of their academic, social and spiritual development, inside and outside of school.

Through our Religious Education programme, we:

- Promote each child's innate capacity for wonder, awe and reverence and inauguration for the spiritual.
- Deliver a curriculum in accordance with the rites and practices of the Catholic Church

- Foster a spirit of tolerance, respect and understanding of other cultures and traditions represented in the school and in the wider community.
- Encourage individual responsibility for one's own Faith journey by promoting independence in learning.
- Show a systematic understanding of Christ, The Christian event, the message and the "Way of Life".
- Provide a climate where Christ can reveal himself.
- Value the contribution each child makes to the spiritual community.
- Provide opportunities for affirmation and growth of faith.

### **Religious Education offers opportunities:**

- **celebration and worship**
- **prayer and reflection**
- **development of religious language** and literacy – of people, places and objects – through stories, symbols and rituals
- a joyful learning journey, which marks out growth in learning and understanding of The Faith
- an experience and celebration of their success and that of others
- finding evidence of "**Christ in our World**" in their everyday experiences
- working together within a context of mutual support

### **How teachers embed learning**

Faith formation is delivered in three specific ways:

1. R.E. lessons
2. School assemblies
3. Masses, celebrations and liturgies

The **Religious Education Directory** (RED) is taught across all phases and year groups. All teaching staff have accessed the diocesan training.

### **School Assemblies and Liturgies**

The School gathers on a daily basis either as a whole or in year groups or classes. Our daily liturgies focus on prayer and reflection, taking either a Catholic Social Teaching, liturgical year, RED or the weekly gospel readings as content.

Our Tuesday and Thursday liturgies are very special; children and staff look forward to gathering together as a community. Children lead reflections and prayers based on the weekly Gospel reading.

On Wednesdays children are guided by staff to lead class Celebrations of the Word.

Our Friday assembly is a celebration when we give our awards and rejoice in our special talents.

## **Masses and Celebrations**

A programme of liturgies and masses is planned with our parish priests and includes events such as our feast day and Leavers' mass.

## **Prayer Life**

Prayer forms part of the daily worship in the classrooms. Within each classroom, an area is designated as a prayer focus, equipped with bibles, a candle and other objects which support prayer and liturgy. Each class is also provided with a 'Prayer and Worship Handbook', which is a guide for liturgies, masses, displays, prayer areas, and liturgies. Children take a strong lead in planning liturgies in class, year group gatherings and where appropriate whole school.

During Advent, we have a Travelling Crib or Posada which goes from class to class and home with families at the weekend.

Our staff have the opportunity to gather every Monday morning to share prayers and children are able to use our prayer room or prayer garden as a space to pray.

Staff meetings and training start with reflection and opportunities for prayer.

## **Display**

Within the classroom, display is used to enhance the area to encourage children to reflect upon the theme they are currently focusing upon. Displays are a celebration of the children's achievements and play a very important role in the children's development of self-esteem and self-awareness.

In the entrance hall, a prayer focus invites us to pray as we enter the school. It is regularly changed, to reflect the feast days and celebrations.

## **Witness to our Faith**

Each class takes part in a Mission Week where they support a local or global charity and are invited to attend a mass at Our Lady and St Peter's to offer up prayers for this charity.

As a Fairtrade school we have regular assemblies and support this initiative throughout the school.

We also have regular visits from organisations such as CAFOD or Missio.

During Lent all classes prepare a response to the Passion of Christ representing each station and we then have a service where all classes are invited to spend time reflecting on the Stations of the Cross here in school.

## **Contribution to Parish Life**

We attend masses at our local church in Leatherhead, as part of our Mission Week projects and for special intentions. For these occasions, the children are asked to play an integral part.

At other times, our children attend specific services at Our Lady and St Peter's or St Michael's churches.

We launch our year by welcoming newcomers to the school, when Father Michael leads a special liturgy. The end of year mass for the children who are transferring to their secondary schools is particularly special. At this, we present each child with a cross to take with them as they go forth.

During Lent and Advent, the children in years 4, 5 and 6 attend a reconciliation service. We are blessed with support from our parish priests, which means that any child who chooses may have their confession heard.

Regular contact between school and parish is maintained, with our parish priests being available and willing to come to school to enrich RE lessons with their valued insight.

## **Learning in Religious Education**

At St Peter's Catholic Primary, religious education is primarily based on the Religious Education Curriculum Directory (RED) "To Know You More Clearly". In line with the Bishop's mandate, this curriculum is now fully implemented across all year groups.

In recognition of the importance of religious education in our school, we devote 10% of the teaching week to religious education lessons. In Key Stage 1 this is 2 hours 15 minutes and in Key Stage 2 this is 2 hours and 30 minutes, not including Collective Worship. In Early Years, the timetable and learning style is more flexible, but teaching of Religious Education is prioritised to give children the opportunity to engage fully with the curriculum.

The Religious Education Curriculum Directory has a clear framework for learning:

Four Knowledge Lenses: Hear, Believe, Live and Celebrate indicate what should be known by the end of each age phase.

Ways of Knowing: Understand, Discern and Respond are the skills through which children progress and develop their thinking during the curriculum journey.

Expected Outcomes set out for each year group what pupils should be able to know, remember and do.

Curriculum Branches divide the model curriculum into half-term units of study which repeat annually, giving a spiral curriculum which allows children to build progressively on the prior knowledge and develop their understanding year by year.

The curriculum branches are:

|                 |                          |
|-----------------|--------------------------|
| <b>Autumn 1</b> | Creation and Covenant    |
| <b>Autumn 2</b> | Prophecy and Promise     |
| <b>Spring 1</b> | Galilee to Jerusalem     |
| <b>Spring 2</b> | Desert to Garden         |
| <b>Summer 1</b> | To the Ends of the Earth |
| <b>Summer 2</b> | Dialogue and Encounter   |

The curriculum is firmly founded on building children's knowledge and understanding of Scripture, while providing opportunities to make connections to other faiths and cultures, as well as to their daily lives.

### **Achieving the highest standards in RE**

What we believe we achieve at St Peter's is that our children are living and breathing our Catholic faith, following the Gospel values and living out the school Mission Statement.

The children are used to self-assessment in RE, where the **success criteria** enable children to reflect on their learning and strive for high levels of attainment.

Spiritual Journals are books where children can share their own reflections on scripture as part of their deepening relationship with God.

Another is the way the children conduct themselves in and around school and the way they treat and respect each other and their school environment, both sound indications of how they have learned to live their Catholic faith and serve others. Our Behaviour Policy, which was written in close collaboration with pupils and staff reflects this, culminating in statement that can be seen around our school.

Children have the opportunity to share their work with their parents on open days through the year, a shared time, which they relish.

### **Monitoring**

Leaders for RE and senior leaders triangulate evidence of standards in RE through:

- Observation of teaching and learning in classrooms through regular drop ins
- Book looks where the leaders verify the extent to which the standards of work match planning expectations and those consistent with pupils achieving mastery in the subject.
- Pupil discussion to evidence that policy and practice align with outcomes
- Senior leaders monitor all aspects of the above

Subject leaders are required to share evidence of any monitoring with the HT in order that it can be recorded centrally.

A dedicated RE governor has responsibility for reporting on RE to the full governing body. There are regular meetings between the governor and the subject leader.

### **Assessment**

See Assessment Policy for specific information.

### **Specific resources used**

The subject leader is responsible for ensuring that resources are relevant and ensuring that teachers utilise them to enhance learning. Key resources that help to embed children's understanding of RE further:

- Year group sets of Bibles
- Other books that support the understanding of bible stories, Catholic traditions and devotions e.g. Youcat.
- Prayer stations
- Travelling cribs

Stations of the Cross

