ST PETER'S RC
PRIMARY SCHOOL

Religious Education Policy

Approved by Headteacher: Gareth Rein Date: 12.05.2026

Approved by Chair of Governors: P M A McManus Date: 12.05.2026

Mission Statement

To create an environment within our school community that truly reflects the values that are expressed in the Gospels.

The Mission statement should be known and understood by all members of our school community. It must be displayed in all areas of the school and is promoted through all areas of school life. It also forms the basis of our School Song and School Prayer.

The school's Mission Statement is currently under a substantial review including pupils, staff members, governors and parents. The review is due to end in July 2026.

Vision Statement

That every child who is placed in our care and every person who is part of our school community fulfils their potential by growing and developing in a human and spiritual sense.

The school's Vision was revised during 2015 in consultation with all staff members and governors. It aims to encapsulate three elements:

1. high academic achievement for all
2. pastoral care
3. reflect the distinctive Catholic nature of the school.

St Peter's Pupil Profile

Under the direction of Archbishop of Cardiff, Mark O'Toole, all schools in the Archdiocese of Cardiff are to implement the 'Pupil Profile', developed from the 'Jesuit Pupil Profile'. The profile is a vision of a good and virtuous person rooted in the Ignatian tradition and, more deeply than that, in the gospel of Jesus Christ.

The Pupil Profile is intended to offer a practical model for forming and educating young people who grow to be more truly human, more fully alive, men and women for others for the greater glory of God and the common good.

There are 16 virtues, arranged importantly in 8 sets of pairs. The virtues of the profile weave and thread together and, taken together, envision what a well-rounded and well-educated, good and virtuous young person could be like: someone made in the image and likeness of God. (Genesis 1:26)

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

These virtues are displayed in the form of a Pupil Profile tree around the internal and external learning environment.



ST PETER'S RC
PRIMARY SCHOOL
PUPIL PROFILE

Introduction

At St Peter's Roman Catholic Primary School, our Religious Education Policy is grounded in the principles of the 2023 Religious Education Directory, *To Know You More Clearly*, developed by the Bishops of England and Wales. This new directory invites Catholic schools, academies, and colleges to deepen their commitment to religious education as an essential, holistic formation of young people in faith, values, and understanding. Religious Education at our school is a core subject, fostering not only academic knowledge but a lived, personal response to the teachings of Christ and the traditions of the Catholic Church.

Informed by the RE Directory's Ways of Knowing—understanding, discerning, and responding—our curriculum nurtures pupils in their journey to know God, themselves, and the world around them. These ways of knowing guide us in developing knowledge, skills, and dispositions that align with the dignity of each learner, celebrating their unique potential as children of God. Through structured and meaningful opportunities for encounter, dialogue, and reflection, we aim to engage pupils in a deep and respectful exploration of Catholic faith and the richness of global religious traditions.
Rooted in Catholic Social Teaching and an ethos of inclusivity, our Religious Education program equips our pupils with a strong sense of moral responsibility, empathy, and respect for all. We believe that a quality RE curriculum fosters a lifelong foundation of faith, resilience, and a compassionate commitment to justice, peace, and stewardship of creation. This policy, therefore, serves as a blueprint for a vibrant, reflective, and inclusive RE curriculum that supports pupils to grow in knowledge, faith, and service within a supportive Catholic community.

Purpose of RE

Religious Education is central to our curriculum, fostering each pupil's intellectual and spiritual development. Through RE, pupils learn about their faith, develop ethical reasoning, and gain cultural awareness, preparing them to live lives rooted in love, respect, and service. We believe that RE is a journey of growth in knowledge and relationship with God, the self, and others.

Alignment with the RE Directory

Guided by the 2023 Religious Education Directory for England and Wales, *To Know You More Clearly*, our RE curriculum is structured around three Ways of Knowing:

- understanding
- discerning
- responding

These approaches provide a foundation for holistic faith development, inviting pupils into a deeper relationship with God through meaningful study and reflective practice.

Aims of the Religious Education Curriculum

The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.
(Religious Education Directory, 2023, p6)

Core Aims

The RE curriculum seeks to:

- Engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.
- Enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- Present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
- Give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.
- Develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
- Stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- Enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

Curriculum Design and Content

Program Structure

The RE curriculum is taught for at least 10% of the total curriculum time, in alignment with Diocesan expectations. Lessons are structured to include Scripture, Catholic teachings, and relevant social and ethical themes.

Structural Elements

- **Knowledge Lenses** – what pupils should know by the end of each age phase
- **Ways of Knowing** – the skills pupils develop
- **Expected Outcomes** – what pupils should know, remember and be able to do
- **Curriculum Branches** – six half-termly units across the year

Knowledge Lenses

- Hear
- Believe
- Celebrate
- Live
- Dialogue
- Encounter

Ways of Knowing

- Understanding
- Discerning
- Responding

Expected Outcomes

Expected outcomes guide assessment and progression. These indicate what pupils are expected to

know, remember and be able to do, using the language of the ways of knowing.

Curriculum Branches

- Creation and Covenant
- Prophecy and Promise
- Galilee to Jerusalem
- Desert to Garden
- To the Ends of the Earth
- Dialogue and Encounter

Role of Parents, Parish, and Community

Parents and carers are encouraged to participate in school events, assemblies, liturgies, and other celebrations, and the school works closely with the parish to support sacramental preparation and parish involvement.

Sacramental preparation for Reconciliation and First Holy Communion takes place within the parish community. The school maintains a connection with the parish for the Sacraments and one of our teachers may serve as a catechist.

Catholic Social Teaching Integration

The curriculum integrates principles such as human dignity, care for creation, and justice and peace, encouraging pupils to live out their faith in action.

Teaching and Learning Approaches

Methods and Pedagogy

Teaching includes:

- Direct Whole class teaching
- Outdoor learning
- inquiry-based learning
- reflective dialogue
- creative expression (art, music, drama)

Inclusion and Differentiation

Teaching is adapted to meet diverse needs, ensuring all pupils can access and participate fully.

Assessment

Assessment includes:

- quizzes
- exit tickets
- assessment tasks
- oral presentations
- class discussions

Progress is measured against age-related expectations from the RE Directory.

Role of Parents, Parish and Community

Parents are recognised as first educators in faith. The school works closely with the parish to support

sacramental preparation and community links. Sacramental preparation takes place at the school, with school staff as the catechists.

Prayer and Liturgy
Prayer is central to school life and supports pupils in forming a personal relationship with God. Worship is integral to the ethos of the school.

Bilingualism
Welsh is used across all areas of school life.

Classroom Environment
Classrooms should include:

- a prayer area or table
- a prominently placed Bible
- a crucifix
- RE displays linked to current learning
- Pupil Profile Tree

Monitoring, Evaluation and Review
Monitoring includes:

- work scrutiny
- planning reviews
- listening to learners
- lesson observations
- resource checks

Roles and Responsibilities
Teachers

- deliver RE
- prepare pupils for liturgical life
- develop prayer life
- maintain RE displays

Subject Leader

- strategic leadership
- staff development
- monitoring
- resource management

ALN Statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

UNCRC Statement

St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with pupils, staff, parents / carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.

Equality Statement

St Peter's is committed to equality and we do not discriminate, either directly or indirectly, against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, we strive to be an anti-racist school. All the practices and procedures detailed in this policy are designed to be inclusive and we have considered equality implications as part of our obligations under the public sector equality duty when preparing it. The School's Strategic Equality Plan can be found on the school website.