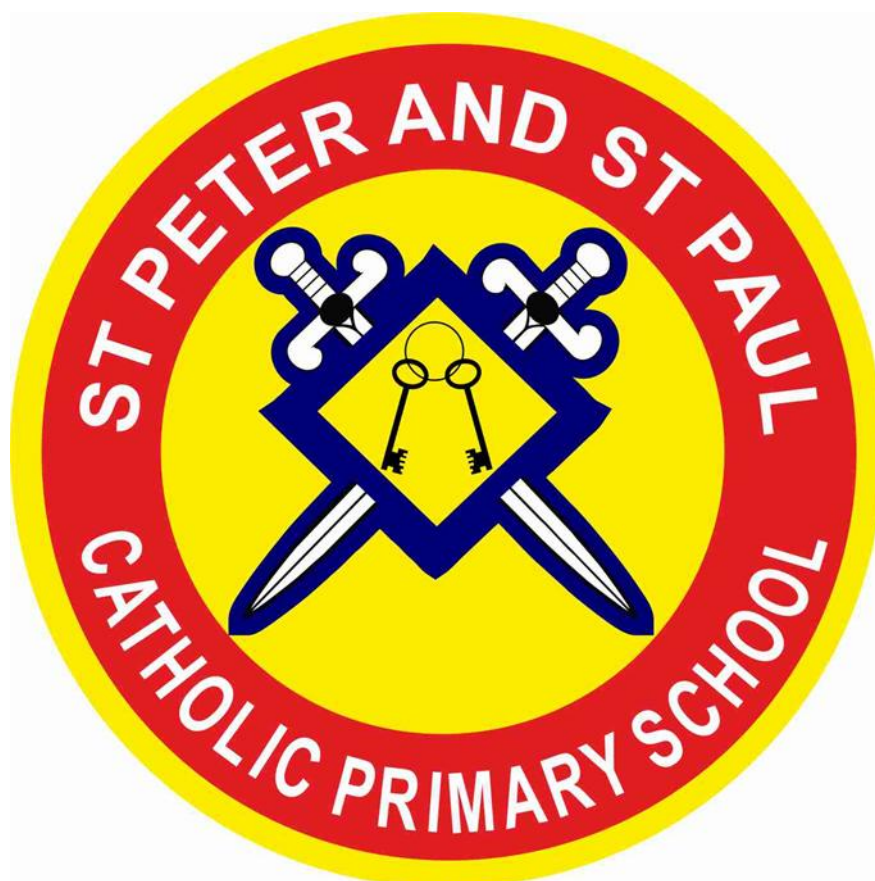


St Peter and St Paul Catholic Primary School



Religious Education Handbook

'With Christ as our guide, we Love, Aspire and Serve'

Date Agreed	July 2026
Signed	<i>J McNamee</i>
Next Review	July 2027

Religious Education Handbook & Policy Guide

Mission Statement

‘With Christ as our Guide, we Love, Aspire and Serve’

Objectives

- **Mission Aim 1 - Christ Centered Aim**

Together in Christ’s family, we are **loving, forgiving** and **compassionate** to everyone.

- **Mission Aim 2 - Community Centered Aim**

Together, we are **welcoming** and **inclusive** - showing **respect** to all.

- **Mission Aim 3 (Education Centered Aim)**

Together, we are **ambitious** and **determined** learners, providing an environment where everyone can **flourish**.

The Aims of Religious Education

Religious Education is the core subject at St Peter and St Paul Catholic Primary School.

In lessons, our children study the mystery of God and the life and teachings of Jesus Christ, the teachings of the Church, the lives of the saints and the relationship between faith and life.

We aim to deliver excellent Religious Education through clear objectives, innovative resources and clear assessment.

We want our children to:

- Deepen their knowledge and understanding of key theological ideas and how they can apply them in everyday life.
- Think creatively.
- Gain a love of learning and a desire to go on learning.
- Think critically about their own questions of meaning and purpose
- Gain an awareness of the demands of religious commitment in everyday life.
- Be able to communicate their religious understanding effectively.
- Raise their own awareness of the faith and traditions of other religious communities in order to respect and understand them.
- Relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- Have some clarity of the relationship between faith and life and between faith and culture.

The Objectives of Religious Education

In order to achieve these aims, we will:

- Allocate appropriate teaching time and adequate resources to Religious Education.

- Help our children to develop a respect for moral values, for one another and for themselves in order to help everyone take full advantage of the God- given gifts and talents
- Ensure that teachers use a range of teaching styles and strategies which help to sustain pupils' concentration, motivation and application so that they reach their full potential
- Make sure that our children foster a respect and a love of their own faith and teach them tolerance and respect for those of other race, creeds and religions.
- Ensure that all staff understand the underlying principles, both theological and educational of 'To Know you more Clearly' scheme of work and have the appropriate skills and qualifications to deliver these effectively.
- Ensure that Religious Education contributes positively to the broad and balanced curriculum of our school as the core subject whilst also integrating in other curriculum subjects.
- Promote study, investigation and reflection by the pupils.
- Ensure that teachers and other adults keep pupils well informed about how well they are doing, through written, pictorial and verbal feedback.
- Ensure that high quality resources – including technology and 'Golden Boxes' – are used effectively to maximise learning and understanding of scripture.
- Ensure that the support provided by other adults optimises pupils' learning.
- Promote free, informed and full response to God's call in everyday life.
- Provide high quality teaching which will encourage pupils' enjoyment of, and enthusiasm for, Religious Education.
- Keep parents and carers fully informed about the topics studied and the progress of their child.
- Ensure that Governors fulfil their responsibilities regarding monitoring of the subject.
- Continue to develop links with the parish, local and wider community.
- Ensure that pupils understand their role in our world.

The General Norms

Formation and education provided in schools is subject to the authority of the church (can 397,806). It is for the Episcopal Conference to issue general norms concerning formation and education in the Catholic religion and for the diocesan Bishop to regulate and watch over it (can 804).

The aims of Religious Education are:

- 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.
- To enable children continually to deepen their religious and theological understanding and be able to communicate these effectively.
- To present an authentic vision of the Church's moral and social teaching to provide children with a sure guide for living and the tools to critically engage with contemporary culture and society.

- To give children an understanding of the religions and views present in the world today and the skills to engage in respectful and fruitful dialogue with those whose views differ from their own.
- To develop critical faculties of children so to bring clarity to the relationship between faith and life, and between faith and culture.
- To stimulate children's imagination and provoke a desire for personal meaning as revealed in the truth of Catholic faith.
- To enable children to relate the knowledge gained through Religious Education to their understanding of other subjects in the 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 every day.

Religious education at the heart of the curriculum

- Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
- Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
- Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
- In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

The Religious Education Programme

To be fully compliant in fulfilling our aims and objectives we use the Scheme of Work recommended by the Archdiocese of Liverpool.

All the content and expected outcomes are as outlined in the programmes of study for the various age groups in the Religious Education Directory – 'To Know You More Clearly' model curriculum as mandated by the Catholic Bishops' Conference of England and Wales.

Overview of content

The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity. The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy. The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind.

The Curriculum Structures

The model curriculum has six components that will be known as branches.

Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

Branch 1 Creation and Covenant:

‘The heavens are telling the glory of God’ (Ps 19:1)

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is, comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Branch 2 Prophecy and Promise:

‘In many and various ways, God spoke to our ancestors by the prophets’ (Heb 1:1)

- In this branch, pupils will learn that the prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God’s promise in a messiah, Jesus Christ.
- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Branch 3 Galilee to Jerusalem:

‘God’s only Son, who is at the Father’s side, has made him known’ (Jn 1:18)

- In this branch, pupils will experience the ministry of Jesus, the Word of God.
- They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.
- They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4 Desert to Garden:

‘Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day’ (1 Cor 15:3)

- In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
- They will learn about the Paschal Triduum at the heart of the Catholic Church’s Liturgy and life.
- The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

Branch 5 To the ends of the Earth:

‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19)

- In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
- They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Branch 6 Dialogue and encounter:

‘For “In him we live and move and have our being”’ (Acts 17:28)

- In this branch, 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.

Each branch will usually be taught over a half term. This may vary depending on the length of each half term. There may be opportunities for coverage of aspects of Branch 6 at different times of the school year to make links to the study of other faiths and religions during key times of the year for the followers of these faiths. St Peter and St Paul has a developing global community with many different cultures and faiths represented. Members of SLT will support staff in identifying opportunities for these differences to be shared and celebrated as part of our RE and wider Personal Development curriculum.

The Approach Chosen

The scheme recommended by the Archdiocese of Liverpool will be delivered by our teaching staff to ensure that there are a range of opportunities for all of our pupils to develop as they progress through their curriculum journey.

The three ways of knowing are: understand, discern, and respond.

Our pupils will engage in a range of different activities which will enable them to develop creative and critical thinking (discern). This well-planned teaching and learning sequence will also provide our pupils with opportunities for personal reflection and response.

The approach encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met through broad and balanced, cross-curricular and creative lessons.

To support pupils’ learning, learning will be planned and delivered using different lenses:

Knowledge Lenses – set out the object of study for pupils, they indicate what should be known by the end of each age phase:

The study of the Catholic Religion

- Hear
- Believe
- Celebrate
- Live

Hear	Believe	Celebrate	Live
			
Exploring a range of scriptural texts.	Exploring Catholic beliefs	Experiencing and understanding prayer and liturgy.	Making links to the relationship of faith to life. In this lens, pupils will experience a mix of philosophical & ethical issues, artistic expression & lived religion elements.

The study of other Religions and Worldviews

- Dialogue
- Encounter

The Sacraments – these are 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.

Planning at St Peter and St Paul Catholic Primary School

The Bishop's requirement of 10% curriculum time is allocated for the teaching of Religious Education and is indicated on the class timetable for each year group.

This time does not include time for Prayer and Liturgy in class.

At St Peter and St Paul, successful teaching and learning begins with the strong relationships that our staff develop with our pupils and their families as their first educators. Our staff use this knowledge of the pupils, to ensure that the scheme of learning provided by Liverpool Archdiocese is carefully sequenced and adapted to the needs of all of our pupils so that they are working at an appropriate level for their development, whilst also providing appropriate challenge and stretch where needed. The Scheme of Learning provided by the archdiocese will be shared with staff by the RE Lead as well as the knowledge organiser for the branch. Each individual teacher will then be responsible for using this to plan suitable activities for the needs of the learners in their class. Staff will work with the subject lead and/or SENCO to explore different methods of adaptive teaching where necessary. This will ensure that a challenging but achievable RE curriculum is accessed by all pupils.

Pupils' learning will be evidenced in a range of ways, dependent on the style of learning a teacher chooses to meet a learning objective. This learning may be presented as a physical piece of learning recorded by the child in their exercise book or may be included in a floor book of evidence for a larger group of whole class piece of learning.

Being mindful of our school's commitment to sustainability, from this academic year, staff will create electronic floor books for RE. Not only is this a more sustainable approach, but this will also provide wider opportunities to share pupils' learning with all stakeholders. Pupils will also be able to access this learning in subsequent school years to support their retrieval aspects of learning at the beginning of each branch.

Expected outcomes (Assessment)

Expected outcomes are a synthesis of the content outlined in the Knowledge Lenses and the skills described in the Ways of Knowing see page 40 Religious Education Directory. Each age phase will have a prescribed set of outcomes that will 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. Each branch and Year group will have its own discrete expected outcomes. See pages 36-38 Religious Education Directory

In St Peter and St Paul, it involves:

- General observation of children engaged in tasks and activities.
- Observation of contributions made to classroom displays.
- Marking of work.

We are following the guidance given by the Archdiocese of Liverpool which is as follows:

There is currently no expectation that pupils in primary school should be formally assessed using the Religious Education Directory.

Pupil progress will be ascertained through continuous informal ongoing teacher assessment as pupils move through the branches.

Class data, recorded on Insight, will show which children are working at the expected age- related outcomes. The Ways of Knowing sets out clearly the aims, skills and driver words which are progressive as an aid to helping teachers to make judgements on where they feel pupils are working at. Pupils will move up, down and across these as they encounter new knowledge. As they become more proficient they will be enabled to make links and connections to new learning. Assessment opportunities will arise naturally through everyday teaching and learning situations. A more formal approach through focussed observation may form part of this but more generally it will be by looking at pupils' workbooks, shared classroom discussions, photographic evidence, table talk, independent work etc. It is this data gathering which tells a story of each child's progress. As the class teacher, the story of each child's progress should inform parental meetings and formal reports.

The R.E. Lead takes examples of children's work to cluster group meetings in order to quality assure judgements and provide a valuable opportunity for professional development.

Tracking Data

As with all other curriculum subjects, data is tracked and recorded on Insight at the end of each term. In RE children are recorded as working at the expected standard or working towards the expected standard.

Reporting

In St Peter and St Paul, we report progress in Religious Education in a variety of ways.

- Feedback is given to pupils during lessons and through positive and encouraging marking of written work. Any errors/misconceptions are noted by the teacher and addressed at the earliest opportunity.
- Written information (e.g. The standard at which children are working at, are given to the next class teacher before learners enter a new class/school).
- Teachers keep marking, assessment and recording up to date.
- Parents/Carers evenings are held twice a year and a written report is sent home once a year.

Teachers are responsible for:

- Providing feedback to pupils on their achievements and progress.
- Informing colleagues of the achievement of individual pupils (e.g. when moving to a new class/school).
- Keeping the Headteacher & R.E. Lead fully informed of the standard within their class.
- Keeping parents/carers fully informed of the progress and achievement of their children in Religious Education.

The Headteacher and R.E. Lead, will keep parents/carers, governors, the parish and the archdiocese fully informed about the content and quality of Religious Education and the achievement of pupils.

This is achieved by:

- Sending information about topics to be covered in a termly newsletter sent to parents/carers, governors and parish priest.
- Inviting the parish priest and parents/carers to be involved in celebrations as appropriate.
- Providing governors with detailed information about standards in Religious Education (using evidence from assessments and work completed throughout the year in RE Books and on displays).
- Sharing documentation and evidence with the Archdiocese during Section 48 Inspections.

Evaluation of Learning

Learning is constantly being evaluated by the children, teacher and support staff when it is appropriate. This evaluating process in St Peter and St Paul is continuous and the following methods are used:

- Careful Listening – there has to be opportunity for teacher to listen to individual children speaking in a one – to one situation and for teachers to listen to whole class or TTYP discussion.
- Effective Questioning – appropriate questioning by the teacher will lead to children raising and answering their own questions – thus becoming effective questioners.
- Recording – children’s work (in a variety of media) provides teachers and support staff with opportunities to evaluate what they have learned.

Archdiocesan guidelines state that when looking at pupil’s learning, judgements must be based on the extent to which pupils:

- Apply themselves productively and with interest to what they are doing.
- Show engagement in and enjoyment of RE.
- Sustain their concentration and respond to challenge.
- Form positive relationships which help their work.
- Show pride in finished work.
- Work collaboratively and independently.
- Respect others’ views.

- Ask and answer questions.
- Show initiatives and take responsibility.
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught.
- Have confidence and self- esteem.

Continuous Professional Development

Staff share the teacher page materials and theme pages before each branch.

There are opportunities for prayer, reflection and discussion. Both teachers and support staff are encouraged to familiarise themselves with the key words and concepts and to ask questions to clarify understanding.

The R.E. Lead finds out the needs of staff through informal discussions and monitoring activities. R.E. staff meetings– delivered by the Archdiocese or the R.E. Lead help to address these needs.

Information from R.E. Cluster Group meetings are disseminated at staff meetings and throughout the normal working week where needed.

Good practice is shared throughout the school through Prayer & Liturgy and lesson observations and Co-coaching. ECTs are supported by their mentors and the RE lead and headteacher.

All training days offered by the archdiocese are attended and regular CCRS training opportunities are given to those staff who need it.

A table of CPD attended by staff is held on the Staff Shared Drive and updated throughout the academic year as necessary.

All staff have attended the RED training for their year group provided by the archdiocese and new staff have been booked onto the repeat RED training this academic year 2026-2027.

Staff Induction

All new members of staff will have a personalised induction programme dependent on their role in the school. This will include school safeguarding procedures and policies. Specific RE induction will be provided to Teaching staff and to Teaching Assistants who provide support to pupils during RE lessons. ECT teachers or those new to teaching in a Catholic School will be given further planned sessions of co-coaching to ensure they feel confident in their planning and delivery of RE teaching and learning. There will also be opportunity for them to attend additional training provided by the archdiocese.

Staff communication

Staff communicate with the R.E. Lead informally on a day-to-day basis. Staff meetings are used for communication, consultation, updates and INSET. Information from R.E. Lead meetings and cluster group meetings is disseminated to the staff through a variety of ways including emails, regular meetings and termly planners.

Resources

Teachers

Name	Teacher Status	Year Group Taught	Qualifications
Michael Mainwaring	Headteacher		CCRS
Clare Chippendale	Assistant Headteacher RE Lead, Prayer and Liturgy, RSHE Coordinator	Year2	CCRS
Keeley Tunstall	Assistant Headteacher SEN Coordinator	Reception	
Danielle Lynch	Class Teacher	Year 1	
Grace Gardner	Class Teacher	Year 2	

Emma Farrugia	Class Teacher	Year 4	
David Finney	Class Teacher	Year 5	
Lauren Best	Class Teacher	Year 6	
Hannah Davock	HLTA	Rec/Y2/Y5	

Teaching Assistants

Gillian Giblin	Rachel Eustace	Bethany
Paula Corrigan	Emma Harrison (1:1)	Julie Henry (1:1)
Carla Picton	Emily Morris	Jenny Rowlands

Resources – Teaching

Most RE resources are kept in storage cupboards located in a small room in the school hall. These are maintained by the RE lead. The RE lead will direct staff to particular resources at relevant times of the year and staff are responsible for returning the resources in a timely manner after they have been used. All staff keep their own ‘Golden story box’ and associated resources in their classrooms. Each classroom also has a ‘Prayer Box’ containing a copy of the Good News Bible and a crucifix. Staff also have access to physical and electronic copies of the God’s and Church’s story publications relevant to the age and stage of pupils they are teaching.

Relationship of Religious Education to the whole curriculum

RE is the core subject and is central to the Catholic Life of our school. Further information on how RE works in conjunction with other policies to support pupil’s Personal Development can be found in the school’s Spiritual and Moral Development policies. Parents and families are central to children’s development in RE. Families are involved in the RE curriculum through homework and opportunities for parents to join us for ‘Come and Learn’ sessions. Class teachers will also share photographs and updates of pupils learning in RE on our school Instagram page.

Prayer and Liturgy

Prayer and Liturgy and Assembly are distinctive activities. Although they may take part as the same gathering, the difference between the two should be clear.

Prayer and Liturgy can, nevertheless, be related to day - to- day life, aspirations and concerns of the school. ‘Taking part’ in Prayer and Liturgy implies more than simple passive attendance. It follows, therefore, that an Act of Worship should be capable of eliciting a response from children and the children are encouraged to plan and lead acts of Prayer and Liturgy (see Prayer and Liturgy Policy).

Organisation of Prayer and Liturgy

We conduct Prayer and Liturgy in a dignified and respectful way. We regard it as a special time and expect the children to behave in an appropriate manner. There are times when the children are required to be quiet, thoughtful and to listen carefully to scripture and teachings, as well as expecting full participation in hymns and prayers. We often use music, candles and other objects that act as a focal point for the attention of children. Children take part in Celebration of the Word, four times per week. This happens two days per week in individual classes, once as a phased celebration and once as a whole school celebration.

The whole school celebrations are led by the Headteacher, Assistant Headteacher or RE Lead. This may include: music, songs/hymns, shared experiences, readings from the Bible and prayer and reflection. Each week there is a celebration assembly in which we have our weekly rewards. These offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part of promoting the ethos of our school, which is that all children are valued and all achievements are recognised. In addition to ‘Celebration of the Word,’ masses are held termly in our school hall and attended by both our families and other members of the parish. Children help to prepare for mass and take part throughout the liturgy. Father Jino and Father Anto are also welcomed into school throughout the school year.

Right of Withdrawal

We expect all children to attend daily Prayer and Liturgy. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during this time.

Parents do not have to explain or give a reason for this. This complies with the Education Reform Act 1988. The Headteacher keeps a record of all the children who withdraw from Prayer and Liturgy.

Opportunities for Retreats

Year 6 go on an annual retreat with Animate Youth Ministries at Lowe House. Each year they choose from the themes of 'Looking After Others' and 'New Beginnings.' This provides time and space for children to learn and grow in their faith outside the school building.

Displays

Each classroom has a designated area for displaying RE work. Displays are changed regularly so that they are kept up to date with each topic being covered. They include timelines of scripture, key words and images from the topic.

Children's work is displayed, along with pupil voice on the main school corridor so everyone has the opportunity to view what learning has taken place in lessons.

Cross Phase Links

We endeavour to make the transition of Year 6 pupils to secondary schools as smooth as possible. Children participate in 'fun days' as well as transitional day events. Teachers from secondary schools visit our Year 6 children and take part in transition meetings with both teachers and pupils.

Catholic Self Evaluation Document (CSED)

The Headteacher, RE Lead and RE Governor work collaboratively to complete the R.E. Self Evaluation Document, highlighting the strengths and areas for development in R.E. The R.E. Lead formulates a development plan for RE in line with the School Improvement Plan and priorities for Religious Education. This is agreed by the SLT and governors. The RE Lead is responsible for implementing this development plan with the support of SLT.

St Peter and St Paul's Section 48 inspection report is available as a separate document.

Evaluation of Religious Education Handbook

This handbook was written in July 2026 and approved by governors in July 2026. It will be updated in July 2027.