

St Vincent's RC Primary School

'Hand in hand with Jesus.'



RELIGIOUS EDUCATION POLICY 2026–2027

At St Vincent's everything we do stems from our desire
to follow in the footsteps of Christ.

Mission Statement

Brother, sister, let me be your servant.

Let me be as Christ to you.

*Pray that I might have the grace
to let you be my servant, too.*

1. Rationale

Religious Education is at the heart of the curriculum at St Vincent's RC Primary School and is central to the educative mission of the Church. It enables pupils to encounter the person of Jesus Christ, deepen their knowledge and understanding of the Catholic faith and consider how faith is lived in the world.

Religious Education is a core subject in a Catholic school. It is planned, taught, assessed, monitored and evaluated with the same rigour as other core curriculum subjects. Its primary purpose is educational: to develop pupils' knowledge and understanding of the mystery of Christ, the teaching of the Church and the relationship between faith and life.

Our intention is that pupils become religiously literate and engaged young people who have the knowledge, understanding and skills appropriate to their age and capacity to think spiritually, ethically and theologically, and who understand the demands of religious commitment in everyday life.

2. Aims of Religious Education

- To present a comprehensive and coherent body of knowledge which enables pupils to know and understand the Catholic faith.
- To enable pupils to deepen their religious and theological understanding and communicate this with increasing confidence and accuracy.
- To enable pupils to encounter Scripture and make connections between Scripture, Catholic teaching, the liturgical year and their own lives.
- To develop pupils' religious literacy through the explicit teaching and accurate use of appropriate theological vocabulary.
- To present an authentic vision of the Church's moral and social teaching and enable pupils to consider how faith calls people to act.
- To develop pupils' ability to ask and respond to meaningful questions, think critically and reflect spiritually.
- To raise pupils' awareness and understanding of Judaism and other religions and worldviews so that they can engage respectfully with people of different beliefs.
- To enable pupils to make connections between Religious Education and their wider learning, experiences and understanding of the world.
- To foster curiosity, wonder and a desire for personal meaning while respecting the individual faith journey of every pupil.

3. Curriculum and Curriculum Time

From September 2026, St Vincent's follows Lighting the Path as the school's Religious Education curriculum, aligned with the Religious Education Directory, To Know You More Clearly. Teaching is planned to secure clear progression in knowledge, understanding, religious literacy and the skills required for pupils to engage with Scripture and Catholic teaching.

Religious Education receives 10% of the taught curriculum time. In each year group this equates to 150 minutes (2½ hours) of curriculum Religious Education each week. Prayer and liturgy is additional to this curriculum allocation and is addressed in the school's separate Prayer and Liturgy Policy.

Teachers follow the agreed curriculum and school subject expectations while exercising professional judgement in selecting appropriate teaching approaches and resources. Learning builds on prior knowledge and provides opportunities for pupils to retrieve, connect and apply what they have learned.

4. Teaching and Learning

Classroom Religious Education is a challenging educational engagement between the pupil, the teacher and the subject content. High expectations are maintained for all pupils.

- Lessons are rooted in Scripture and the teaching of the Catholic Church.
- Teachers identify and explicitly teach key religious and theological vocabulary.
- Prior learning is revisited so that pupils can remember, connect and build upon what they have previously learned.
- Effective questioning encourages pupils to explain, justify, reflect, make connections and engage with deeper theological ideas.
- A range of approaches may be used, including discussion, debate, reflection, drama, art and extended or shorter written responses, where these serve the intended learning.
- Pupils are given opportunities to express their understanding in different ways while maintaining appropriate academic expectations.
- Feedback supports pupils in improving their knowledge, understanding and use of religious language.
- Teaching enables pupils to make meaningful connections between Scripture, Catholic teaching, the liturgical year and lived experience.

There is no requirement within this policy for a fixed number of written pieces each week. The nature and quantity of recorded work should be appropriate to the learning intention, age and stage of pupils and should provide sufficient evidence of learning and progress.

5. Inclusion and Equal Opportunities

All pupils are entitled to full and meaningful access to Religious Education. Teachers make appropriate adaptations so that pupils with SEND can participate, understand and demonstrate their learning without reducing the ambition of the curriculum. The needs of disadvantaged pupils and other identified groups are considered within planning, teaching, assessment and monitoring.

The school recognises and values the different cultural, social and religious backgrounds represented within its community. Resources, language and teaching approaches are selected sensitively and respectfully. Pupils are encouraged to listen to and engage respectfully with the beliefs and experiences of others.

6. Judaism, Other Religions and Worldviews

The study of Judaism and other religions and worldviews forms an important part of pupils' religious education. Provision follows the expectations and content of Lighting the Path and the Religious Education Directory. Teaching enables pupils to develop accurate knowledge and understanding, recognise the relationship between Christianity and Judaism, encounter the beliefs and practices of other religious traditions and develop respect for people whose beliefs differ from their own.

Where appropriate, learning may be enriched through visitors, artefacts, visits to places of worship and other first-hand or high-quality experiences.

7. Assessment, Progress and Reporting

Assessment in Religious Education is integral to teaching and learning. Teachers use ongoing assessment to identify what pupils know, understand and can do, to address misconceptions and to inform subsequent teaching.

- Assessment is linked to the knowledge, understanding and expectations of the Religious Education curriculum.

- Teachers use a range of evidence, including pupils' written work, discussion, questioning and other appropriate outcomes.
- Assessment considers pupils' developing religious literacy and their ability to make connections and explain their understanding.
- Teachers maintain appropriate records of pupil attainment and progress in accordance with whole-school assessment procedures.
- Moderation within school and, where available, with local Catholic school networks supports consistency of expectations and judgements.
- Attainment and progress are reviewed by leaders and used to identify strengths, groups or areas requiring further support.
- Progress and achievement in Religious Education are reported to parents/carers in the annual written report.

8. Monitoring and Evaluation

Religious Education is monitored and evaluated as part of the school's cycle of self-evaluation and improvement. The Headteacher, senior leaders, Religious Education Subject Leader and governors have complementary responsibilities for assuring the quality and impact of provision.

The Religious Education Subject Leader uses the agreed monitoring plan to evaluate provision through appropriate activities which may include:

- scrutiny of pupils' work;
- pupil voice;
- learning walks and visits to classrooms;
- review of planning and curriculum provision;
- discussion with teachers and leaders;
- review of assessment information and the progress of groups of pupils;
- review of learning environments and resources where these provide evidence about curriculum implementation.

Monitoring focuses on impact rather than compliance alone. Findings are used to identify strengths, provide support and feedback, inform professional development and determine priorities for further improvement. Relevant findings are shared with senior leaders and governors so that they can fulfil their strategic monitoring and evaluation responsibilities.

9. Leadership and Responsibilities

The Headteacher and Senior Leaders

- ensure that Religious Education has the status and curriculum time required of a core subject in a Catholic school;
- support the implementation and development of the Religious Education curriculum;
- ensure appropriate staffing, resources and professional development;
- work with the Religious Education Subject Leader to monitor standards and evaluate impact;
- ensure governors receive sufficient information to fulfil their responsibilities.

The Religious Education Subject Leader

- provides clear curriculum and subject guidance for staff;
- supports staff in implementing *Lighting the Path* and developing appropriate subject and pedagogical knowledge;
- keeps the RE Subject Expectations and relevant curriculum documentation under review;
- coordinates the agreed programme of monitoring, evaluation and subject development;

- supports assessment and moderation and promotes consistency of expectations;
- identifies strengths and priorities and reports these to senior leaders and governors;
- maintains appropriate links with the Diocese, parish and local Catholic school networks where relevant to curriculum RE.

Class Teachers

- plan and teach Religious Education in accordance with the agreed curriculum and school expectations;
- maintain high expectations for all pupils and make appropriate adaptations where required;
- assess pupils' learning and use assessment to inform teaching;
- develop their own subject knowledge and engage with relevant professional development.

Governors

- support and challenge leaders in ensuring that Religious Education fulfils the mission of the Catholic school;
- receive information about curriculum provision, standards, monitoring and improvement priorities;
- assure themselves that appropriate curriculum time, resources and leadership are provided.

10. Professional Development

The school recognises the importance of strong subject and pedagogical knowledge in Religious Education. Staff are supported through appropriate professional development, guidance, shared practice and leadership support. Particular attention will be given during 2026–2027 to embedding Lighting the Path consistently across the school and evaluating its impact on pupils' knowledge, understanding, religious literacy and progress.

11. Relationship with Prayer and Liturgy

Curriculum Religious Education and Prayer and Liturgy are distinct but complementary aspects of the Catholic life of the school. Religious Education provides structured curriculum learning about faith; Prayer and Liturgy provides opportunities for the school community to encounter God in prayer and worship. Arrangements, expectations, progression, pupil leadership and resourcing for Prayer and Liturgy are set out in the separate Prayer and Liturgy Policy and associated school documentation.

12. Partnership with Families, Parish and the Wider Community

The school values the contribution of parents and carers, the parish, clergy and the wider Catholic community to pupils' faith formation and religious education. Appropriate opportunities are provided to strengthen these partnerships and to enrich pupils' curriculum experiences.

Relationships, Sex and Health Education is governed by the school's separate RSHE/PSHE documentation and is not part of this Religious Education policy, although both areas are rooted in the Catholic understanding of the dignity of the human person.

13. Review

Policy	Religious Education
Academic year	2026–2027
Review	Annually, or earlier in response to diocesan or statutory guidance
Responsibility	Headteacher, Religious Education Subject Leader and Governing Body