



St Paul's Catholic Primary School

'Do Everything with love.'

A faith school for the local community

RE Statement

INTENT

Our curriculum is rooted in the Gospel values and reflects our local context. Catholic Social Teaching (CST) is at the heart of our curriculum and permeates our daily life as a Catholic school. Religious Education is at the heart of our school life.

The school follows "God Matters", the Portsmouth Diocesan Religious Education programme, which forms the basis of the school's Catholic RE curriculum. The Religious Education Directory will eventually replace 'God Matters' as we currently transition to this new national programme. This will be fully in place by September 2026.

We believe that every child is made in the image of God and as such will be treated as a truly valuable and unique member of our school community. The Gospel values are at the heart of all we do at St Paul's and our curriculum aims to make these real and relevant in every area of school life. This is echoed in our mission statement - 'Do everything with love'.

This means that we will....

- Show our love for Jesus in everything we say and do
- Respect everyone by recognising that God made us all different but equally valued.
- Strive for excellence and find ways to share, develop and celebrate our talents.
- Promote a safe, happy and enjoyable environment.
- Actively support our school, parish and the wider community

As a member of St Paul's community we live out our faith by applying the 5 St Paul's Principles every day.

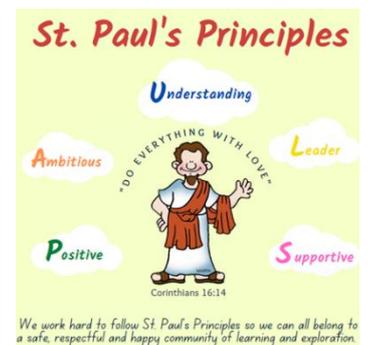
Positive - positive role model showing kind hands, feet and words.

Ambitious - trying our best in our learning & resilience to try new things and keep going at things we find tricky.

Understanding - be patient and understanding of others and loving them with a kind and gentle heart.

Leader - lead others in making good choices. A good leader also follows instructions to be led themselves.

Supportive - Support our community - in class, in school, in church and in the wider community.



The curriculum at St Paul's firmly underpins our vision and mission statement, from which a culture and ethos is generated that supports the spiritual, moral, social and cultural development of the whole school community. In the daily living of our Catholic faith, we aim to ensure that Religious Education and spiritual development will permeate every aspect of our curriculum so that it is explicit and implicit within our community. Rooted in prayer and lived out in the daily life of the school, pupils and staff are supported to grow in faith and deepen their relationships with God and each other.

As a school we adopt relational practice as a way to build positive and create a respectful culture. We meet every Monday and Friday morning in our school circles with vertical groupings from across the school. These circles are supported by our Year 6 Relational Leaders.

The 7 areas of Catholic Social teaching are:

- Care for God's Creation
- Call to Family, Community and Participation
- Life and Dignity of the Human Person
- Option for the Poor and Vulnerable
- Rights and Responsibilities and the Dignity of Work and Rights of Workers
- Solidarity

IMPLEMENTATION

The 7 areas of CST have been redesigned into 6 areas whereby each one of the six becomes our focus for each half term. They are child- friendly topic titles.

Autumn 1- God's Creation

Autumn 2- We are One

Spring 1- We all matter

Spring 2- That's not fair!

Summer 1- I am responsible

Summer 2 - A powerful world

They link to our RE curriculum as identified on the curriculum jigsaws and through the God Matters unit titles as well as one new unit from the RE Directory.

Term	CST	God Matters	
Autumn 1	God's Creation	Our school mission Our class saint Creation	Children explore their role in our school, our community and the wider world. They explore how we are called to care for God's Creation.

Autumn 2	We are One	NEW Catholic Social Teaching unit Advent	Children will explore all 7 themes (a theme per year group) and the unit will finish with a based project allowing children to put their faith into action. Advent teaches us how to get ready for the Lord and respond to our call to participation.
Spring 1	We all matter	Christmas Revelation	Children explore a number of different parables and miracle stories and the meaning behind them. In particular healing and how Jesus valued the life and dignity of all people and how we must follow in His footsteps.
Spring 2	That's not fair!	Lent Holy Week	Children explore the three pillars of Lent and Jesus' final journey. Children look at the poor and vulnerable in Jesus' community and our own and identify what is fair and not fair and how we can change this for the better/.

Summer 1	I am responsible	Easter Mary	Children explore the Easter story and who was responsible for Jesus' death and his resurrection.
Summer 2	A powerful world	Pentecost and Mission	Children explore the power of the Holy Spirit for the disciples and their own life. Children will explore Jesus' Jewish faith and traditions.

The subject leader for RE will monitor, evaluate and review the implementation of the subject throughout the school. This will ensure that there is a high standard of teaching and learning within the subject and that the curriculum is progressive throughout the whole school. We currently follow the diocesan scheme 'God Matters' which is broken down into 10 units which reflect the liturgical year. We follow the guidance of the diocese with regards any changes we need to implement with the current RED being statutory in September 2026. We dedicate 10% of our teaching timetable to the teaching of RE which includes both practical and written coverage.

There is a consistent use of God Matters and the Supplementary guidance across the school and planning is sent to the RE leader ahead of every unit, whereby detailed written feedback is given to the teacher. Any areas of development from these regular scrutinies impacts the next RE PDM. There are at least three RE PDM's during the school year.

A mastery approach is taken when planning and delivering RE lessons. All children are given the same task but learners are supported in order to achieve the outcome or are challenged to go deeper. Thinking skills and scripture are used consistently to provide open ended tasks and higher level questioning.

Celebration of the word (COTW) takes place every day for a minimum of 15 minutes. This is a combination of whole school, Key stage, class and hymn practice where we use song to praise God. Year group COTW with parents takes place at least twice a year including one led by our parish priest Father Andrew. We celebrate 10 whole school masses a year linked to significant feast days.

Our parish Priest Father Andrew Wagstaff spends time with staff and children in school most Wednesdays as well as blessing all of the classrooms at the beginning of every school year.

RE at St Paul's consists of:

- Prayer area displays linked to the God Matters Unit and/ or RE Directory
- 'Big' questions opportunities that encourage children to share opinions and make links within their learning.
- A deeper understanding and love for Mary our Mother through two Mary focus weeks.
- A closer connection to our parish.
- A deeper spiritual journey that explores their relationship with God
- A celebration at the end of each term to celebrate those who have excelled in RE.

IMPACT

The impact and measure of this is to ensure that children at St Paul's are equipped with the RE skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We assess against the age related standards through RE at least three times a year.

Our learners will be :

- consistently challenged through a mastery approach and open ended tasks and will demonstrate a good and deep understanding of scripture.
- will have more frequent opportunities in COTW to reflect personally on the message of the scripture in order to further deepen their relationship with God.

Our staff will:

- show challenge for ALL groups of learners through a mastery approach and open ended tasks
- plan and demonstrate a deep subject knowledge and understanding of the scripture meaning
- ensure COTW follows the structure- Gather, Words, Reflect and Going Forth to ensure more personal time for reflection
- Governors

Our curriculum will:

- have CST at the heart of the wider curriculum
- use God Matters and the supplementary guidance as the main tool for planning
- have support materials to plan a range of tasks that show depth of understanding
- be reported to the Governors half termly and is the main priority on the School Improvement Plan (SIP).
- Be supported by the governors to monitor of RE at least once a year through any of the monitoring activities on the half termly monitoring schedule.

The Governors for RE and Catholic Life of the school are:

Father Andrew Wagstaff and Lintu Thomas

By the end of their time at St. Paul's children should demonstrate all of the criteria of the pupil profile below:

A PROFILE OF THE YEAR SIX CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
Developing Knowledge and Understanding
<ul style="list-style-type: none"> The work in Year Six, builds on and draws on all the work, knowledge, skills and experiences from their time in the school. At this point in their school career, they will have a rich and extensive knowledge and understanding of key stories, events and messages found in the Bible, particularly within the Gospels. They will also have built up their knowledge of the sacraments, Catholic ritual and symbolism, the history of the People of God, and the lives and messages of key saints. Demonstrates a secure knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. Children are encouraged to select their own area of interest linked to the RE unit they are studying, research it and present their arguments/conclusions etc. to the rest of the class.
Making Links and Connections
<ul style="list-style-type: none"> By the end of Year Six, children are taking more responsibility for researching the scripture and/or other references needed to complete a given task. Outcomes will include reference to a number of biblical or other sources and how these link to the aspect of faith, or 'big question' being considered. (Please note there is not an expectation that children will include the specific Bible reference – see Y5). Less able children in RE may still require this to be scaffolded for them. Making connections between scripture and when it is relevant/most meaningful, e.g. why read this parable during Lent? Building on the work in Y5, the children continue to examine a range of liturgies, and are able to demonstrate their understanding through linking key elements back to their basis in scripture and the accurate use of religious terminology. They can make links between beliefs/scripture and real life examples from the immediate community and the news. They can show these link to Catholic Social Teaching.
Religious and Specialist Vocabulary
<ul style="list-style-type: none"> Pupils will use a wide range of religious vocabulary and terminology in their discussions and work, which will include both scripture and the teachings and sacraments of the Catholic Church accurately and appropriately.
AT2: ENGAGEMENT AND RESPONSE ('learning from')
Meaning and Purpose
<p>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</p> <ul style="list-style-type: none"> Can they answer questions from another's point of view? Can they make links between big questions and how they might affect their own life, for example, what will I now do differently? Writing letters of advice that demonstrate the teachings and how they can be applied to our own lives.
Beliefs and Values
<p>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</p> <ul style="list-style-type: none"> Comparing moral values/beliefs and coming to conclusion about your own beliefs – whilst celebrating the diversity of others' beliefs. Creating modern day parables or Gospel stories to illustrate their understanding of modern moral dilemmas and how faith can help unpick them. Invite others in, for example, members of the church, to act as an inspiration for applying scripture to own lives.
AT3: ANALYSIS AND EVALUATION
Use of Sources as Evidence
<ul style="list-style-type: none"> Linking to the work in the first strand, pupils are able to examine current issues (news stories, charity appeals) and use relevant quotes from religious sources (scripture, other faiths, key Catholic/religious figures e.g. Pope Francis, Bishop Philip) to justify/explain why they or others would hold a particular point of view, make a particular decision or act in a particular way. Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.
Construct Arguments
<ul style="list-style-type: none"> The more able are able to present both sides of the argument and justify, using sources, why they would choose one side over another – less able may require more of a scaffolded approach. Argument shared through a variety of formats, e.g. written, drama, hot seating, posters Confident to express and defend own point of view.
Make Judgements
<ul style="list-style-type: none"> Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence. Make links between big questions and how they might affect their own life, for example, what will I now do differently?
Recognise Diversity
<ul style="list-style-type: none"> Show an understanding of how own and others' decisions are informed by beliefs and moral values relating to other faiths, especially similarities.