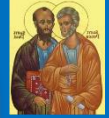




Religious Education



INTENT

- We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny. The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to provide a broad and balanced curriculum catering for each child's spiritual, intellectual, physical and moral development.
- To develop pupil knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- To develop pupil awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- To encourage study, investigation and reflection by the pupils;
- To develop skills that allow our pupils to: listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi faith society.
To make prayer, worship and liturgy real educational experiences and to contribute successfully to the development of the faith of each individual in the school community.



Characteristics of a pupil in a Catholic school

Confident to speak about the Christian and Catholic faith and to express it in their prayer, worship and daily life.

Able to engage, respond to and reflect on, religious belief and practice, knowledge and understanding of Catholic faith and life.

Able to demonstrate knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose

Able to demonstrate and foster: respect, repentance, humility, mutual forgiveness compassion and tolerance towards each other.

Confident to actively respond to and enjoy participating in whole school and classroom Collective worship, with increasing understanding maturity as they progress through the school.

Confident to embrace citizenship and demonstrate a strong sense of belonging within our learning community

- Active in carrying out what our mission statement calls us to do and strive to show others that we *Glorify God* in the way we treat our neighbours in the wider community.
- Able to listen; think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- Demonstrate appropriate attitudes: for example, respect for truth; respect for the views of other; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi faith society.

Teacher notes and resources

<https://www.dioceseofleeds.org.uk/education/re-catholic-life/religious-education/primary-re/assessment-primary/>

RE should be taught by the teacher due to CPD threading through in 2020-2021

<https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/02/Age-related-standards-3-19-in-Religious-Education-updated-20180723.pdf>

IMPACT

Through the explicit teaching of RE repeated and recalled through different contexts, both the teachers and the pupils assess their learning continuously throughout the lessons. The children will be encouraged to reflect on their progress within each session and how they have been successful. At the end of every other half term, we use the Diocesan 'Bishops' Conference' framework and skills grids, alongside evidence

At St Peter and St Paul's school, we are aware that Catholic schools are established to:

- regard Religious Education as not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life. (Bishops' Conference of England and Wales 1988)
- enable the development of religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and ability - to think spiritually, ethically and theologically.
- support parents in their responsibility for their children's education. We recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. (cf. Curriculum Directory p.9).
- contribute to the Church's mission to educate. For those already engaged in the journey of faith, religious education will be catechesis, and for some children, religious education will be evangelisation, the first opportunity to hear the good news of the Gospel. (cf. Curriculum Directory p.10).

Within the vision and mission of our Diocese of Shrewsbury, we share with our families and our parish of St Peter and St Pauls, the collaborative ministry of education.

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy: <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 different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments 	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show 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
	Making Links and Connections		<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 	<ul style="list-style-type: none"> Use a range of religious vocabulary 	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose 	<ul style="list-style-type: none"> 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
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them 	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 	<ul style="list-style-type: none"> Show understanding of how own and other’s decisions are informed by beliefs and moral values
Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> Use a given source to support a point of view 	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments		<ul style="list-style-type: none"> Express a point of view 	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements		<ul style="list-style-type: none"> Express a preference 	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity			<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.

RELIGIOUS EDUCATION

KEY STAGE ONE EXPECTATIONS: **END OF YEAR ONE**

Pupils will be able to:

- Recognise religious stories e.g. *Creation, Christmas, Easter, the life of Jesus* and recognise the beliefs from these stories. Know these stories are from the Bible
- Name religious signs and objects in stories, liturgies and in Church
- Retell, in simple form, stories from the Bible
- Talk about, wonder and ask questions about Biblical characters and key people and whether Bible stories have anything to say to them
- Say in simple terms what stories from the Bible mean to Christians
- Give at least two examples how Christians put beliefs into practice in Church and in their lives
- Suggest answers to questions of meaning and purpose
- Use religious words

KEY STAGE ONE EXPECTATIONS: **END OF YEAR TWO**

Pupils will be able to:

- Recognise key figures in the history of the People of God
- Give clear, simple descriptions of key figures and their relationship with God
- Describe what religious stories tell us about God, Jesus or key figures
- Recognise links between religious stories and worship (e.g. *Last Supper and Mass*) and events (e.g. *Pentecost and birthday of the Church*)
- Retell religious stories
- Give clear, simple descriptions of religious beliefs, signs and actions
- Give examples how religious objects and actions express beliefs
- Give at least three examples how Bible stories or beliefs are used to guide actions
- Talk about and ask questions about experiences and feelings and things that matter to them
- Suggest answers to questions of meaning and purpose
- Use religious words

LOWER KEY STAGE TWO EXPECTATIONS: END OF YEAR THREE

Pupils will be able to:

- Ask and respond to questions about their own and other peoples' experiences and feelings
- Retell religious stories, ensuring they are accurate in sequence and detail
- Make simple links between religious texts and the beliefs they contain.
- Make simple links between religious beliefs and the feelings and actions they may prompt
- Make simple links between the signs and actions used in the Liturgical Year and worship (including sacraments) to show their meaning
- Make simple links between the beliefs expressed in worship and sacrament, the signs used and how they affect behaviour
- Describe with increasing detail and accuracy the beliefs Christians, and others, hold
- Suggest answers to questions of meaning and purpose
- Use religious words accurately
- Give a point of view on an aspect of religious teaching
- Express a preference when asked to choose between different aspects of study

LOWER KEY STAGE TWO EXPECTATIONS: END OF YEAR FOUR

Pupils will be able to:

- Ask and respond to questions about their own and other peoples' experiences and feelings
- Retell a narrative that is accurate in its sequence and detail and corresponds to the scripture source used – e.g. *Abraham, Moses, David, Joseph, Jonah and stories from Holy Week*
- Describe, with increasing detail and accuracy, actions of believers which arise because of their beliefs, e.g. *Abraham, Moses, David, Joseph, Jonah, Mary, Joseph, Jesus and the disciples at Pentecost*
- Describe, with increasing detail and accuracy, the life and work of key figures e.g. *St. Peter, St. Paul, St. Teresa of Calcutta, Pope St. John Paul II*
- Describe, with increasing detail and accuracy, different roles of people in the Church e.g. *in the parish community*
- Describe, with increasing detail and accuracy, religious signs and actions in worship and sacraments e.g. *the Mass*
- Make links between beliefs and sources e.g. beliefs that Jesus is truly God and man and bible texts, beliefs about the Mass and their sources in the Bible (*Exodus, The Last Supper*) and the *Apostles' Creed*, giving reasons for the beliefs using those sources
- Make links between beliefs and worship e.g. *beliefs and the Mass, Holy Week and Pentecost* giving reasons for actions and the signs used
- Make links between beliefs and how they are put into practice in life e.g. *St. Teresa of Calcutta, Pope St. John Paul II and their own lives*
- Make links to show how feelings and beliefs affect their own and other peoples' behaviour e.g. *their feelings and views about Christmas, about the need to live out certain*

- virtues, about Jesus, Peter, the disciples before and after Pentecost, and other biblical and key figures*
- Use a range of religious vocabulary
 - Use a given source to support a point of view e.g. *during work on Trust in God, the Creed or the Magnificat* and how they affect or reflect the life of a believer or Mary
 - Express a point of view about any area of study e.g. *how is the church both a building and a people?*

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR FIVE

Pupils will be able to:

- Show knowledge of a range of scripture passages *e.g. Creation and Fall, Abraham, Moses and the Ten Commandments, the Old Testament prophets, the Beatitudes, stories about forgiveness, Holy Week, texts on prayer, the first Christians* and show some understanding of the concepts and beliefs they contain.
- Show knowledge and some understanding of the meaning of a range of religious beliefs *e.g. creation, sin, stewardship, covenant, the Incarnation, the call to sainthood, the importance of forgiveness and reconciliation, the Resurrection, the importance and effect of prayer.*
- Show knowledge of the life and work of key figures *e.g. St. Paul, St. Francis, St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, St. Damien de Veuster* and show some understanding of their life and work.
- Show some understanding of what it means to belong to the church community *e.g. the commitment necessary of a follower of Jesus, the importance and effect of prayer.*
- Show knowledge and some understanding of the meaning of religious signs and the steps involved in the Sacrament of Reconciliation.
- Show knowledge of the actions and decisions of believers and some understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. Abraham and Moses and their call from God, St. Josephine Bakhita, St. Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster, Saul and St. Paul and pupils themselves.*
- Show some understanding of beliefs by making links with sources *e.g. Sin and suffering in the world and the Fall in Genesis, beliefs about God, the Incarnation and the Old Testament prophets, discipleship and scripture sources, reconciliation and the Lost Son, God as loving and forgiving and scripture sources, reconciliation and sources from the life of Jesus, our redemption from sin and the Resurrection.*
- Show some understanding of beliefs by making links with their expression in worship *e.g. the Holy Spirit's presence among us and its expression in religious signs and actions, Jesus' teaching on prayer and its place in Christian worship.*

- Show some understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Ten Commandments, the virtues, the Beatitudes, reconciliation, discipleship.*
- Use religious vocabulary widely, accurately and appropriately
- Compare their own and other peoples' responses to questions of meaning and purpose *e.g. why people suffer, use of own gifts, God's choice of people, the Incarnation, who is inspirational?, the consequences of actions, discipleship*
- Use sources to support a point of view *e.g. passages from the creation story; that someone is inspirational, passages on forgiveness and reconciliation*
- Express a point of view and give a reason for it *e.g. discipleship*
- Begin to arrive at judgements *e.g. why someone is inspirational*

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR SIX

Pupils will be able to:

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- Show knowledge of a range of scripture passages *e.g. parables, miracles, Old Testament prophets, Annunciation, Visitation, Nativity of Jesus, Exodus (Passover), Holy Week texts, Pentecost text, Genesis (made in God's image, creation of man), Body of Christ*, and show understanding of the concepts and beliefs they contain.
 - Show knowledge and understanding of the meaning of a range of religious beliefs *e.g. Kingdom of God, Justice, Incarnation, Covenant, Sacrament, Eucharist, Confirmation, titles used of Jesus (King, Messiah, Son of God), Dignity, Service, Solidarity, Mercy, the Church as the Body of Christ*.
 - Show knowledge of the life and work of key figures *e.g. St. Therese of Lisieux, Elijah, St. John the Baptist, Oscar Romero, Dorothy Day, Martin Luther King* and show an understanding of their life and work.
 - Show understanding of what it means to belong to the church community *e.g. Christians are called to work for justice, the impact of the Eucharist on action in the world, use of gifts and talents in the service of others, commitment to worship and sacraments, performing the works of mercy*.
 - Show knowledge and understanding of the meaning of religious signs and the steps involved in the Sacrament of the Eucharist and Confirmation.
 - Show knowledge of the actions and decisions of believers (and themselves) and understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. beliefs about the Kingdom of God, Justice, Gifts of the Holy Spirit, Dignity, Equality, Solidarity*.
 - Show understanding of beliefs by making links with sources *e.g. Kingdom of God and parables and miracles, justice and texts from the prophets, Incarnation and the Annunciation, Visitation and Nativity, Self-giving sacrifice (Last Supper) and the Passover, Son of God / Messiah*
-

and scripture passages, Nature of discipleship and texts about the call and life of the disciples, Human dignity and texts from Genesis (made in God's image).

- Show understanding of beliefs by making links with their expression in worship *e.g. beliefs expressed in different parts of the Mass, beliefs expressed in worship during Holy Week (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday), beliefs about the effect of the Holy Spirit and Confirmation*.
- Show understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Kingdom of God and applying St. Theresa's 'Little Way, Justice, the Eucharist's impact on action, Service of others, putting belief in human dignity and equality in action*.
- Use religious vocabulary widely, accurately and appropriately.
- Compare their own and other peoples' responses to questions of meaning and purpose *e.g. the Kingdom of God, the Eucharist and the Mass, whether miracles happen or not, belonging to communities including the Church*.
- Use sources to support a point of view *e.g. Kingdom of God, Incarnation (what kind of king is Jesus?), discipleship and service*.
- Express a point of view and give reasons for it *e.g. the Kingdom of God, Incarnation, Eucharist and the Mass, whether miracles happen, inequality*.
- Arrive at judgements *e.g. on miracles, on what's more important i.e. heaven or justice and peace in the world*.