

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

Holy Cross Catholic Primary School



RELIGIOUS EDUCATION POLICY

Date: Spring 2023

Review Date: Spring 2024

Reviewed Spring 2023

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

HOLY CROSS CATHOLIC PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

INTRODUCTION

This Policy is a statement of the aims and strategies for the teaching and learning of Religious Education within Holy Cross Primary School. Our Mission Statement expresses the values that we seek to promote among all those who are in any way part of our school community:

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community.

We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best.

We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God.

We recognise Jean Baptiste Debrabant's vision that:

"A Christian based education is a sure hope for the future of religion and society."

The Mission Statement has been worked upon collectively and as a result, a statement has been developed that all of the children in the school have learnt and which they apply to their everyday lives.

Building relationships with God and each other, working hard in faith and hope to give our best in all things.

Alongside this, the children have been encouraged to learn and practice the core values of the school:

Respect

Honesty

Tolerance

Justice

Forgiveness

Holy Cross Primary School is a Roman Catholic School. As such, one of our principal purposes is to build on our children's Baptism, developing in them a loving understanding of a living God through Jesus Christ our Saviour. We also guide them in their exploration and understanding of all Sacraments as a means to develop and deepen their experience of and relationship with God.

Since Holy Cross is a community united by the profession and practice of the Catholic faith, the RE Curriculum is founded on Catholic doctrines and principles, taking as its basis the Catechism of the Catholic Church. We aim to develop and make progressive the spiritual, moral and liturgical growth of all our children.

The Mission Statement, organisation, rules and life of the school support the RE Curriculum by setting out a Catholic ethos and formal and informal forms of worship.

The introduction of religious truths should be rooted in children's experience and should be in ways appropriate to their development and understanding.

Children learn from their relationships with adults and with each other and from observing the way adults in the school behave towards one another. By example, at first hand, children can learn to love and care for others, acting with courage when necessary. Good experience in personal relationships in early life will make a vital contribution to the understanding of spiritual and moral values when children are older. The life of the school should have an important effect in kindling and strengthening faith. We aim to provide children with direct experience of a successful Christian community in action.





WHAT IS R.E?

The Bishop's Conference of England & Wales stated in 2007 that:

Catholic schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour centred on the person of Jesus Christ, who is our Way, Truth and Life.

In January 2000, the Bishops' issued a statement that highlighted what Religious Education is and the expectations of classroom religious education.

What is Religious Education?

-  Religious Education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
-  It is about the Christian vision of the human person.
-  It is the core subject which is central to the life of the Catholic school.
-  Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - the teachings of the Church,
 - the lives of the saints,
 - the relationship between faith and life.

Expectations of Classroom Religious Education

- ✚ Classroom religious education in a Catholic school is primarily educational.
- ✚ Excellence in religious education is achieved by:
 - clarity of succinct religious learning objectives,
 - key content,
 - appropriate methodologies,
 - rigour,
 - richness of resources,
 - achievement of identified outcomes,
 - accurate methods of assessment.

These statements are embedded throughout the teaching of Religious Education in the school and as a result, Catholic Religious Education will inevitably include a systematic presentation of the Christian event, message and way of life.

Application to life through prayer, and spiritual & moral development

While fostering knowledge, appreciation and understanding of our Catholic Faith and its beliefs and practices we must never lose sight of the significance of all this for everyday life. Christianity is a framework for living and through our teaching of it we can help children towards moral decisions and towards following their informed consciences. We must help children to understand that religion is not just for learning but for living and that all living can become religious. One important way of linking faith and life is prayer. Collective Worship within the school deepens the children's religious experience through varied and focused periods within the school timetable. Collective Worship is celebrated in addition to RE lessons. Please see the Collective Worship Policy Autumn 2014.

We teach children to search for meaning and to recognise and appreciate the religious and spiritual dimensions of life. This will include responses to beauty and creativity demonstrated in music, art, literature, dance, science, drama etc. We teach them the language of religious experience, giving them a familiarity with religious activities, places, stories, symbols, rituals, people, objects and vocabulary.

Partnership

We recognise that parents play a vital role in their children's spiritual development and encourage them to take this role seriously when accepting a place at Holy Cross Primary school; parents are asked to make a commitment to the ethos and religious philosophy of the school. We recognise that parents are the primary educators of their children in Faith and we seek to support them. The work of faith formation will only be effective if there is a partnership between the home, the parish and the school. Parents, priests, members of the parish team and parishioners are welcome into the school to participate in a range of activities and to share our Faith in assemblies, services and Masses. Year 3 teachers and

teaching assistants and other staff, encourage and support children who are attending the parish based Holy Communion Preparation course.

Other Faiths

As we live in a multi-cultural and multi-faith society, children need to be aware of the culture and beliefs of people of other faiths so that greater understanding and respect of others can be fostered from an early age.

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome at an early age. The recommended programme of study, 'Come and See', is being used as the main teaching materials for other faiths. In addition to this, children will also have the opportunity to explore a range of different resources to enrich and deepen their understanding of the faiths being taught.

At Holy Cross, the children are taught about the faiths of Judaism, Islam and Sikhism. These faiths will each be taught for one week of the religious education allocation. RE weeks throughout the course of the year, dedicate curriculum time to teach another world faith. The school are aware that the faith of Islam is discussed regularly in the media and not always in a positive light. As a school, our aim is to provide children with the necessary knowledge from 'Come and See', while also ensuring that debates surrounding Islam are conducted sensitively.

Each religion is taught separately in order to avoid confusion. The teaching of Judaism will be taught with special attention due to the intrinsic relationship between Christianity and Judaism. It is important to remember that teaching about Jesus' Jewish background is taught separately from modern Judaism.

Summary

RE is then a collaborative activity which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. It focuses on the development of ways of thinking, feeling and acting, which will lead children to be reflective, open and enquiring, so as to begin a process which leads to a genuine, lasting understanding and provides a basis for the mature commitment of faith in adult life.

AIMS AND PRINCIPLES IN TEACHING RE

The aims of Religious Education, as outlined by the Religious Education Curriculum Directory 2012, are:

- ✚ To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- ✚ To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- ✚ To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- ✚ To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- ✚ To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- ✚ To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- ✚ To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- ✚ To bring clarity to the relationship between faith and life, and between faith and culture.

The Religious Education Curriculum Directory for Catholic Schools, 2012 states:

'The outcome for excellent religious education is religiously literate and engaged young people have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'

RELIGIOUS EDUCATION AND BRITISH VALUES

The core values and Mission Statement link closely to British Values that we promote with the children during the daily life of the school. Staff encourage the children to understand the British Values and act upon them in the development of their relationships with others. Both RE and the British Values impact greatly upon each other; it is of vital importance that the children understand their role of living out a Christian life and understanding their rights as unique individuals. The statements below outline what the children and staff expect of each other:

- I have the right to be heard
- I have the responsibility to listen to others
- I have the right to be safe and healthy
- I have the responsibility to keep myself and others safe and healthy
- I have the right to learn
- I have the responsibility to do my best at all times and look after equipment

- I have the right to have friends
- I have the responsibility to be kind to others
- I have the right to be myself
- I have the responsibility to respect others' differences.

CURRICULUM

We believe religious growth and development have a central place and significance in each human life and must not only be confined to timetabled Religious Education lessons but be the core of the whole school experience.

The aims above are achieved through delivering the new RE programme of study, 'Come and See'.

"Come and See" is an invitation to exploration and a promise of new life for everyone,' ('Come and See' book). The programme of study encourages children to deepen their knowledge and understanding of key theological ideas and offers opportunities for the children to apply and use this knowledge across the curriculum. Children will be engaged with their own and others' beliefs and values, thus ensuring that the children adopt healthy attitudes and dispositions and that they are instilled with a love of learning and a desire to extend their learning. The children will become familiar with high level thinking activities to enable them to think critically with meaning and purpose.

'Come and See' is delivered through a yearly topic cycle (See Appendix 1).

The new RED has been published and we aim to start to embed it in September 2023 into EYFS. The rest of the school will still follow the current curriculum and use the current Come and See resources to support their planning and delivery of the curriculum.

STRATEGIES FOR TEACHING RE

'Come and See' outlines strategies for carrying out various activities including whole class, group and individual work, as well as making explicit reference to Scripture texts and appropriate music to enhance and engage the learning experience. 'Come and See' also ensures that the children celebrate their work throughout the topic with 'reflection on significance'. This is the third year that the school have worked with 'Come and See' and teachers are now confident in relaying the expectations of the topics and they are now adapting the plans with further subject knowledge to provide an enriched curriculum.

Each topic is studied for four week and activities for each topic are presented under the headings: **EXPLORE, REVEAL and RESPOND**.

EXPLORE - SEARCH: one week is allocated to this area. This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon. The children complete a mind map of their experiences in relation to the topic during the **EXPLORE** section and then add to their mind map of what they have learnt at the end of the topic.

REVEAL – REVELATION: two weeks are allocated to study this area. This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. It is in this section that the teacher and children discover the mystery of the Trinity and explore human life in the person, life and Gospel of Jesus Christ. The children will learn about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of the Christian faith.

RESPOND – RESPONSE: one week is allocated to the study of this section. This is where the learning of the children is assimilated, celebrated and responded to in daily life. The **RESPOND** section is also divided into three sub-sections: **REMEMBER**, **REJOICE** and **RENEW**. **REMEMBER** enables the children to celebrate all they have learnt which is achieved through creating a quiet and prayerful atmosphere for reflection. **REJOICE** enables the children to become actively involved the celebration of work by taking ownership of the planning process **RENEW** allows the children to make an individual response of how they will hold onto what they have learnt and how they will apply this learning in their personal lives. It is within the **RESPOND** section that the children will complete an assessment of the topic which will inform the assessment of the child.*

Higher Order Questioning

Throughout these areas of the programme, children are continually asked higher order questions to develop their thinking skills. This will ensure that children are not only answering questions they know the answers to, but they are using the skills they have learnt throughout their schooling to provide detailed and logical answers. This type of high level questioning also allows the children to question their faith and gain a deeper and more personal understand of their beliefs. These skills will benefit them throughout their education years and into adulthood. Higher order questioning is planned for and there has been a school drive on ensuring that children are given regular opportunities to critically think about the topic they are studying.

Higher order questioning is also achieved with next step marking and the children's response to marking.

RE Focus Week

Once every academic year, the children will focus upon a specific area of RE e.g 'Friends of Jesus' Jesus' Disciples, multi-faith weeks, key figures in the Old and New Testaments and the Psalms.

Prayer/Collective Worship/Assemblies/Liturgies/Meditation

Prayer forms a natural part of the school day. Prayers are said routinely at the beginning and end of the day and at lunchtime. They are said within RE lessons, in assemblies and at other times as appropriate. Every effort is made to include all children in any prayer in particular the children's own prayers and intentions. An RE focus area is used to help give

prayer a reverence. The teachers of Holy Cross teach the children how to participate in prayer in a respectful and reverent manner.

The children organise and participate in class assemblies and Liturgies throughout the year based on the current 'Come and See' topic or the current special occasion in the Liturgical calendar. See the Collective Worship Policy for further guidance and the Holy Cross Catholic Primary School Prayer Book. Every class has the Prayer Book situated on their prayer table. Please refer to the Collective Worship Policy for meditation guidance.

Saint Named Classes

All classes have now been named after a saint and all members of the school community use the class saint name rather than the year group. The children have developed their knowledge and understanding about the saints and they are encouraged to study the prayer of their saint and they hold an in-class act of worship on the feast day of their class saint.

Christianity in Action

In Advent and in Lent the children are encouraged to raise money for a good cause to foster their sense of responsibilities for the welfare of others. Charities, including CAFOD and the Brentwood Children's Society are supported.

The children donate gifts of food for the Harvest Festival Mass. These donations will be made to the Food Bank that provide food packages to children who live in poverty within the Thurrock area.

The children are also invited to sing at local nursing homes for the elderly; the children therefore have an understanding of the duty of care for their local community to which they belong.

The children learn through these appeals that there are people in the world less fortunate than themselves and in this way, the children develop compassion and consideration for others.

Display

Every classroom has a display area devoted to RE. In addition to this, there are occasions throughout the year when hall and corridor displays are RE focused and there is always an RE focus display in the hall. Every classroom also has a prayer area that is centred around the Crucifix to ensure that a focus area is ever present. In this prayer area, a candle, statue of Our Lady, the Bible, books related to the topic, appropriate artefacts, the holding cross/wood with an imprint of the Holy Family/prayer stone, and prayer box are kept for the children to use and explore.

In addition to the RE focus display in the hall, the class saints and prayers are also on display.

Resources

There are a range of resources that are used to supplement the teaching of RE. Bibles, story books, non-fiction books, candles, artefacts, posters, Rosary Beads, statues, music and

coloured cloths for the prayer areas are by no means the end of an exhaustive list of resources. The school has ensured that every class has age appropriate copies of Church's Story and God's Story, and Church's Story is available on the school server for teachers to use in their teaching. A basket of books containing a range of religious literature is also available in every class for the children to use to support their learning and to read at their leisure.

Teachers have access to the internet, classroom computers and visualisers to support their teaching and a range of DVDs depicting stories from the Old and New Testaments to engage the children. Teachers also use the resources that available on the 'Come and See' website.

Prayer Garden

The development of the Prayer Garden has enabled the children to further develop their skills in reflective prayer and meditation. The garden promotes the use of the senses and it is a place where the children fully respect and engage in the surroundings. The garden will be used in the future for other commemorative events that the school will work collectively on.

Differentiation

As with all subjects and areas of the curriculum, the purpose of differentiation in RE is to enable the children to succeed in the set task or activity and to challenge them to take the next step in learning. Alongside this, differentiation should also challenge the children to be self-motivated and to take responsibility for their own learning and enable the children to recognise and celebrate their achievements. *

All teachers understand that children learn in different ways and it is therefore necessary to provide a range of learning activities using a variety of media.

Special Needs and Equal Opportunities.

'Come and See' aims to provide meaningful and appropriate religious experiences for all children, taking account of different needs, abilities and learning styles. The programme encourages teachers to make allowances of the differing needs of our pupils both academically (providing activities at various levels) and spiritually (taking account of children from homes which are devout/non-practising/of other denominations/of other faiths).

In accordance with our Mission Statement, Equal Opportunities Policy and Special Needs Policy, we aim to give each child the help that he/she needs to gain full access to the whole curriculum.*

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUIT

Progression and continuity are endemic to the 'Come and See' programme and the consistent use of the yearly cycle of topics, the role of the RE co-ordinator, assessment and recording and reporting promote progression and continuity. In addition, planning for each topic is completed by each teacher to ensure that adequate provision is made for the dynamics of their class. INSET sessions on the programme are held as appropriate and informal discussions and sharing of ideas on work in progress is actively encouraged.

Role of the RE Co-Coordinator.

The role of the Co-ordinator is to:

- Take a lead in policy development and the production of schemes of work designed to ensure progression and continuity in RE throughout the school
- Support colleagues in their development of detailed work plans and implementation of the schemes of work and in assessment
- Monitor progress in RE and advise the Head Teacher on action needed
- Take responsibility for the purchase and organisation of resources for RE
- Keep up-to-date with developments in RE education and disseminate information to colleagues as appropriate.
- Attend termly RE Co-ordinators meetings with other RE Co-ordinators from the deanery.

The RE Co-ordinator informs teachers termly about topics and time allocated, and allocates any budget available. He/she is responsible for assisting in the preparations of liturgies, Masses, retreats for children and staff, and appeals.

Assessment

In RE, assessment will be of a child's interest, attitude and of the skills, knowledge and understanding shown in RE work. Assessment establishes what the children know, what they understand, what they can do and how they can progress onto the next level. Assessment does not assess spirituality or the practice of faith.*

At Holy Cross assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupils' learning on within lessons.

Children are assessed against the Interim Age Related Standards 3-19 (2018) which are broken down into standards to be achieved by the end of each academic Year. These skills based standards have been linked to the curriculum content of Come and See which are used for the planning and assessment of each unit.

Children are assessed as: Working towards, Working within, Secure or Working at Greater Depth at the end of each topic based on evidence gathered throughout the unit along with an end of unit assessment.

STRATEGIES FOR RECORDING AND REPORTING.

Recording provides evidence of achievement. It involves pupils in self assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence- for example, photographs of displays, videos of dance, drama, celebrations
- Class/school portfolios
- Pupil self assessment

Reporting to parents is undertaken on a termly basis through parent consultations and annually through a written report.

* Adapted from 'Come and See'

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

Themes & Topics	Early Years N & R	Year 1 & FS1	Year 2 & FS2	Year 3	Year 4	Year 5	Year 6
Domestic Church Family	Myself	Families	Beginnings	Homes	People	Ourselves	Loving
Baptism/Confirmation Belonging	Welcome	Belonging	Signs & Symbols	Promises	Called	Life Choices	Vocation & Commitment
Advent/Christmas Loving	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
Local Church Community	Celebrating	Special People	Books	Journeys	Community	Mission	Sources
Eucharist Relating	Gathering	Meals	Thanksgiving	Listening & Sharing	Giving & Receiving	Memorial Sacrifice	Unity
Lent/Easter Giving	Growing	Change	Opportunities	Giving All	Self Discipline	Sacrifice	Death & New Life
Pentecost Serving	Good News	Holidays & Holydays	Spread the Word	Energy	New Life	Transformation	Witnesses
Reconciliation Inter-relating	Friends	Being Sorry	Rules	Choices	Building Bridges	Freedom & Responsibility	Healing
Universal Church World	Our World	Neighbours	Treasure	Special Places	God's People	Stewardship	Common Good

Appendix 2

The School Creed

This is our school,
Let peace live here.
Let the rooms be full of happiness.

Let love be all around,
Love of one another,
Love of all people,
And love of life and living.

Let us remember,
That as many hands build a house,
So many hearts make a school.

Levels of Attainment in Religious Education

faith and hope to give our best in all things


Appendix 3

		KNOWLEDGE & UNDERSTANDING (Learning about)				ENGAGEMENT & RESPONSE (Learning from)	
Yr 1	Age 5-6	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	BEGINNING TO RECOGNISE Begin to listen to and begin to talk about	40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012. Revelation – The Church – Celebration – Life in Christ For those schools who do not use the Come & See Programme these statements are based on what teachers enable pupils to learn and are transferable between RE programmes.				<ul style="list-style-type: none"> Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Begin to say what they wonder about. Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer. 	
Age Related =	RECOGNISE and TALK ABOUT	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Begin to read and understand simple sentences from scripture or from their own religious stories. Share religious stories they have heard and read with others. Begin to write simple sentences about religious stories using phrases or words which can be read by themselves and others. Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. Begin to write simple sentences about religious stories, using phrases or words which can be read by themselves and others. Listen, talk about and role play how people act in a particular way because of their beliefs. Listen and talk about key figures in the history of the People of God. Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. Listen talk about and role play how people behave in the local, national and universal church community. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. Recognise, begin to decode and talk about key religious words appropriate to their age and stage of development. 				<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. Talk about their own and others' behaviour and its consequences. Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy and share the same feelings and are sensitive to this. Begin to say what they wonder about Begin to ask wondering questions about all areas of study. Begin to talk about their own feelings, experiences and the things that matter to them. Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them. 	
Working Above Age Related +	RECOGNISE and begin to RETELL	<ul style="list-style-type: none"> Recognise religious stories. Begin to retell, in any form, a narrative that corresponds to the scripture source used. Begin to recognise religious beliefs. Recognise that people act in a particular way because of their beliefs. Recognise key people in the local, national and universal Church. Begin to recognise key figures in the history of the people of God. Recognise and begin to use key religious words and phrases. 				<ul style="list-style-type: none"> Say what they wonder about. Ask wondering questions about Religious <u>stories</u> and Scripture sources. Begin to recognise that some questions are difficult to answer. Talk about their own feelings, experiences and the things that matter to them. 	

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)	
Yr 1	Age 5-6	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	RECOGNISE and begin to RETELL	<ul style="list-style-type: none"> Recognise religious stories. Begin to retell, in any form, a narrative that corresponds to the scripture source used. Begin to recognise religious beliefs. Recognise that people act in a particular way because of their beliefs. Recognise key people in the local, national and universal Church. Begin to recognise key figures in the history of the people of God. Recognise and begin to use key religious words and phrases. 				<ul style="list-style-type: none"> Say what they wonder about. Ask wondering questions about Religious <u>stories</u> and Scripture sources. Begin to recognise that some questions are difficult to answer. Talk about their own feelings, experiences and the things that matter to them. 	
Age Related =	RETELL with some accuracy	<ul style="list-style-type: none"> Retell a religious story in any form, identifying people, place and begin to sequence. Retell, in any form, a narrative that corresponds to the scripture source used. Retell what they know about people in the local, national and universal church. Retell what they know about key figures in the history of the people of God. Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. Use some given religious words and phrases, in context. 				<ul style="list-style-type: none"> Say what they wonder about. Ask wondering questions about all areas of study. Recognise that some questions are difficult to answer. Talk about their own feelings, experiences and the things that matter to them. Ask questions about their own and others' feelings, experiences and things that matter to them. 	
Working Above Age related +	Begin to / DESCRIBE	<ul style="list-style-type: none"> Begin to describe how people act in a particular way because of their beliefs. Begin to describe some of the actions and choices of believers that arise because of their beliefs. Begin to describe the life and work of some key figures in the history of the People of God. Begin to describe different roles of some people in the local, national and universal Church. Begin to describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. Begin to describe key characters and events (in correct sequence), in stories from scripture that have been simplified. Use religious words and phrases, in context, with some accuracy. 				<ul style="list-style-type: none"> Say what they wonder about. Ask wondering questions about all areas of study. Recognise that some questions are difficult to answer. Talk about their own feelings, experiences and the things that matter to them. Ask questions about their own and others' feelings, experiences and things that matter to them. 	

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		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS & EVALUATION				
Yr 2	Age 6-7	Developing knowledge & Understanding	Making Links and Connections	Historical Development	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related	RETELL with some accuracy	<ul style="list-style-type: none">Retell a religious story in any form, identifying people, place and begin to sequence.Retell, in any form, a narrative that corresponds to the scripture source used.Retell what they know about people in the local, national and universal church.Retell what they know about key figures in the history of the people of God.Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.Use some given religious words and phrases, in context.				<ul style="list-style-type: none">Say what they wonder about.Ask wondering questions about all areas of study.Recognise that some questions are difficult to answer.Talk about their own feelings, experiences and the things that matter to them.Ask questions about their own and others' feelings, experiences and things that matter to them.						
Age Related =	DESCRIBE with some accuracy	<ul style="list-style-type: none">Describe, with some accuracy, how people act in a particular way because of their beliefs.Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs.Describe, with some accuracy, the life and work of some key figures in the history of the People of God.Describe, with some accuracy, different roles of some people in the local, national and universal Church.Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified.Use religious words and phrases, in context, with some accuracy.				<ul style="list-style-type: none">Say what they wonder about.Ask wondering questions about all areas of study.Recognise that some questions are difficult to answer.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.						
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none">Describe key characters and places in a religious story beginning to give reasons for their actions.Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions.Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, beginning to give reasons for these.Use religious words and phrases, in context, with accuracy.				<ul style="list-style-type: none">Say what they wonder about.Ask wondering questions about all areas of study.Recognise that some questions are difficult to answer.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">Begin to express a point of view or a preference.				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 3 	Age 7-8	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none">Retell and describe a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.Describe key characters and places in a religious story beginning to give reasons for their actions.Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions.Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and begin to give reasons for these.Use religious words and phrases, in context, with accuracy.				<ul style="list-style-type: none">Say what they wonder about.Ask wondering questions about all areas of study.Recognise that some questions are difficult to answer.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">Begin to express a point of view or a preference.				
Age Related =	DESCRIBE and GIVE REASONS	<ul style="list-style-type: none">Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.Describe with some detail and accuracy<ul style="list-style-type: none">a range of religious beliefs and give reasons for thesethe life and work of key figures in the history of the people of God giving reasons for their actions.the different roles of people in the local, national and universal Church giving reasons for their actions.religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.these actions of believers which arise as a consequence of their beliefs, giving reasons for these.Use a wider range of religious vocabulary with some accuracy				<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">Begin to express a point of view or a preference.Begin to use sources provided (artefacts, religious books, symbols) as evidence.				
Working above Age related +	MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none">Make links between<ul style="list-style-type: none">Beliefs & sources, giving reasons for beliefsBeliefs & worship, giving reasons for actions and symbolsBeliefs & life, giving reasons for actions and choices				<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">Express a point of view or preferenceBegin to make links too sources to support a point of view.				

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Yr 4	Age 8-9	KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
		Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working towards Age Related -	DESCRIBE and GIVE REASONS	<ul style="list-style-type: none"> Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. Describe with some detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and give reasons for these the life and work of key figures in the history of the people of God giving reasons for their actions. the different roles of people in the local, national and universal Church giving reasons for their actions. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these. those actions of believers which arise as a consequence of their beliefs, giving reasons for these. Use a range of religious vocabulary with some accuracy 				<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"> Begin to express a point of view or a preference. Begin to use sources provided (artefacts, religious books, symbols) as evidence. 				
Age Related =	DESCRIBE and MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none"> Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and where possible make links and connections. the life and work of key figures in the history of the people of God making links and connections between them where possible. the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: <ul style="list-style-type: none"> beliefs & sources, giving reasons for beliefs beliefs & worship, giving reasons for actions and symbols beliefs & life, giving reasons for actions and choices Use a range of religious vocabulary with accuracy 				<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 Make links to show how feelings and beliefs affect their behaviour and that of others 		<ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference 				
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between: <ul style="list-style-type: none"> beliefs & sources beliefs & worship beliefs & life Use a range of religious vocabulary more widely and accurately 				<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 		<ul style="list-style-type: none"> Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view. 				

Yr 5	Age 9-10	KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
		Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	<ul style="list-style-type: none"> Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs and where possible make links and connections. the life and work of key figures in the history of the people of God making links and connections between them where possible. the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: <ul style="list-style-type: none"> beliefs & sources, giving reasons for beliefs beliefs & worship, giving reasons for actions and symbols beliefs & life, giving reasons for actions and choices Use a range of religious vocabulary with accuracy 				<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 Make links to show how feelings and beliefs affect their behaviour and that of others 		<ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference 				
Age Related =	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between: <ul style="list-style-type: none"> beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary more widely and accurately 				<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 		<ul style="list-style-type: none"> Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view. 				
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none"> Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs a range of scripture 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 those actions of believers which arise as a consequence of their beliefs Show knowledge and understanding, providing detail and links between: <ul style="list-style-type: none"> beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary widely, accurately and appropriately 				<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 Show an understanding of how own and other's decisions are informed by beliefs and moral values 		<ul style="list-style-type: none"> Use sources to support a point of view Express a point of view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view. 				

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		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 6 <small>Working Towards Age Related</small>	Age 10-11	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	SHOW KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none">• Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.• Show knowledge and understanding of, by making links between:<ul style="list-style-type: none">◦ beliefs & sources; beliefs & worship; beliefs & life• Use a range of religious vocabulary more widely and accurately				<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		<ul style="list-style-type: none">• Use more than one source to support a point of view.• Express a point of view and begin to give reasons for it.• Begin to arrive at judgements.• Begin to recognise difference, comparing and contrasting different points of view.				
Age Related =	SHOW increasing KNOWLEDGE and UNDERSTANDING	<ul style="list-style-type: none">• Show increasing knowledge and understanding of:<ul style="list-style-type: none">◦ a range of religious beliefs◦ a range of scripture◦ 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments• Show increasing knowledge and understanding, providing detail and links between:<ul style="list-style-type: none">◦ beliefs & sources; beliefs & worship; beliefs & life• Use a range of religious vocabulary widely, accurately and appropriately				<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• Show an understanding of how own and other's decisions are informed by beliefs and moral values		<ul style="list-style-type: none">• Use sources to support a point of view• Express a point of view and give reasons for it• Arrive at judgements• Recognise difference, comparing and contrasting different points of view.				
Working Above Age related +	EXPLAIN using evidence	<ul style="list-style-type: none">◦ Explain the meaning and purpose of a range of scripture passages.◦ Explain using multiple sources as evidence, at least two of the following:<ul style="list-style-type: none">◦ a range of religious 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments◦ Explain by providing detail the links between:<ul style="list-style-type: none">◦ beliefs & sources; beliefs & worship; beliefs & life◦ Use a developing religious vocabulary widely, accurately and appropriately				<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• Show an understanding of how own and other's decisions are informed by beliefs and moral values		<ul style="list-style-type: none">• Use sources to support a point of view• Debate a point of view showing an awareness of different views• Arrive at judgements and begin to provide evidence• Recognise difference; divergent views and practices within and between religions				