

The Federated Schools of St. Cuthbert's and St. Sebastian's



Religious Education Handbook

CO-ORDINATORS

A. Brough (St Cuthbert's)

K. Howell (St Sebastian's)

SUB COMMITTEE RESPONSIBLE - CURRICULUM

Mission Statements

St. Cuthbert's Catholic Primary and Nursery School **Statement of Purpose**

We, the pupils, parents and staff of St. Cuthbert's, strive to create
a caring, educational community where;
Christian principles and standards are upheld,
each person is valued, and
the spiritual, aesthetic, and moral growth of individuals, as well as
their intellectual and physical needs, are met.



St Sebastian's Catholic Primary and Nursery School **Statement of Purpose**

Our school aims to be a community which reflects real gospel values
of love and forgiveness. A community in which each individual, child
or adult, can work in an atmosphere of mutual respect and
understanding; so as to broaden their appreciation of the world, its
cultures and its people.

STUDY-----SANCTITY-----SERVICE



Aims of Religious Education

Our Schools' Curriculum Aim:

The staff of St. Cuthbert's and St. Sebastian's will work to give each child full access to a broad and balanced curriculum, relevant for our school community and the diverse experiences of our children, encouraging in each individual a sense of self-worth and self-esteem. At St Cuthbert's and St Sebastian's we believe that all pupils regardless of ability, ethnicity or cultural background have the right to achieve their full potential in school. We aim to help them achieve this by creating a school community where;

- Pupils are stimulated and motivated.
- Pupils are given the opportunity to flourish and achieve.
- Pupils' independence and responsibility are fostered.
- Everyone is valued and respected.

Introduction

This document was revised in March 2016. The revision consisted of recommendations from the archdiocese, consultations with teaching staff across the federation, where reviews of existing procedures took place, and developments of new strategies were agreed upon. This is a statement of the aims, principles and strategies of Religious Education within St. Sebastian's and St Cuthbert's Federated Catholic Primary Schools.

The responsibility for this policy document and the monitoring of Religious Education across the federation lies with Miss Elizabeth Campbell and Miss Angela Brough.

Statement of intent

In St Cuthbert's and St. Sebastian's, our mission through Religious Education, is to give each individual child the opportunity to experience celebration, prayer and time for personal reflection. It is a collaborative subject which respects each child's own inner spiritual self, and it allows for wonder, awe, reverence and self-exploration. It is taught discretely and developmentally. It includes the deepening of knowledge, and understanding of key theological ideas and their application to life.

Through 'Come and See' we, as a Catholic school, aim to develop our children's religious growth. We strive to give each child the opportunity to explore the language of religious experience - through stories, visitors, religious education

visits, artefacts, religious activities, collective worship, computing, drama, art and music.

Across the federation we work closely together with the home and our Parish Priest (Father Liam Collister) and Parish communities of (St. Sebastian's Church and St. Oswald's Church) so that we can present the Christian event, message and way of life in a systematic way with regard to each individual child and their potential. For us, Religious Education is for all. Religious Education is as academically respected as other core curriculum areas. Within the classroom, teachers use a variety of styles and strategies, to reinforce the Christian message we as a Catholic school uphold.

St. Cuthbert's motto - *'In love with Christ. Be the best I can. Be kind to one another.'*

St. Sebastian's motto - *'In love with Christ. Only my best will do. Be kind to one another.'*

Through our school mottos and our children's experience of belonging to a caring community we offer our children a strong sense of self worth and an awareness of the demands of religious commitment in everyday life.

We include appropriate materials about our Other Faith - Judaism and World Religions and we encourage our children to be tolerant and respectful towards other faiths and religions. Engagement with their own and others beliefs and values will help develop and nurture good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning. In St. Sebastian's and St. Cuthbert's we aim to foster a loving relationship between our children, staff and members of the school community. This relationship reflects the commandment of Jesus 'to love one another as I have loved you.' Engagement with difficult questions of meaning and purpose which everyone has to face enables our children to think critically about their own questions of meaning and purpose.

Our outcome for Religious Education from the Curriculum Directory for Catholic Schools 2012: '... is religiously literate and engaged young people who have the knowledge, understanding and skills-appropriate to their age and capacity - to

reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. '

Safe-guarding

Our schools are committed to safeguarding and promoting the welfare of children and expects all staff, parents and visitors to share this commitment.

Safe-guarding

Our schools are committed to safeguarding and promoting the welfare of children, and expect all staff, parents and visitors to share this commitment.

Curriculum Leaders across the Federation have collaborated closely to devise a new and inspiring Curriculum. This curriculum has been implemented with a view to improving further the quality of our teaching and learning. We endeavour to ensure our children are motivated and inspired to want to learn by providing a broad and balanced curriculum with sound stimulating cross curricular links and skill-based learning with an emphasis on progression.

Equal Opportunities

At our schools we will strongly promote self-respect for all in our school irrespective of race, creed or gender. Our school communities have zero tolerance towards discrimination or prejudice of any kind (homophobia, biphobia or transphobia). Care will be taken to ensure that Creative Challenge Curriculum planning, resources and workshops do not present stereo-typical images, rather role models from diverse backgrounds and cultures reflecting the multi-ethnic nature of our society.

S.E.N.D

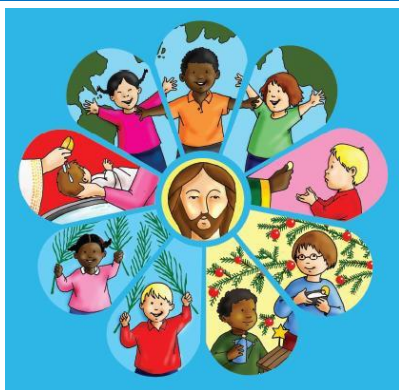
Assessment determines planning and teaching objectives will be directed specifically towards the needs of all children. Pupil Profiles are made available to address children identified as having particular Special Educational Needs & Disabilities. These plans are shared with parents, ensuring that they are informed of specific objectives.

Computing

As a Federation we are committed to enhancing our Curriculum by providing and maintaining a seamless provision of computing across all curriculum areas. We aim to equip all teaching staff with up to date, relevant and inspiring resources as a means through which the quality of our children's learning will be enriched and extended.

The Religious Education Programme

"To fulfil our aims and objectives we use the '*Come and See*' programme of Religious Education recommended by the Archdiocese of Liverpool.



COME and SEE

'and spend the rest of the day with Him'

The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

Overview of Content

Come and See helps us search for the answers to;

Where do I come from? (Life-Creation)

Who am I? (Dignity - Incarnation)

Why am I here? Purpose-Redemption

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the 'heart of the programme.'

In the **Autumn Term** we consider God the Father and the question, 'Where do I come from?' - Life and Creation through the:

Church Theme: Family-Domestic Church

Sacramental Theme: Belonging - Baptism/Confirmation

Christian Living Theme: Advent Christmas - Loving.

In the **Spring Term** we consider God the Son, Jesus and the question, 'Who am I?' - Dignity and Incarnation through the:

Church Theme: Local Church - Community

Sacramental Theme: Relating - Eucharist

Christian Living Theme: Giving - Lent/Easter.

In the Summer Term we consider God the Holy Spirit, and the question, 'Why am I here?'-Purpose and Redemption through the:

Church Theme: Pentecost -Serving

Sacramental Theme: Inter-Relating-Reconciliation

Christian Living Theme: Local Universal Church - World.

Each term each Year group works through the same theme within a different topic.

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holidays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

The Process

Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in 'Come and See' has three stages - *Explore, Reveal* and *Respond* which enable pupils to develop knowledge, understanding, skills and attitudes.

Search-Explore

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.

Explore (This will take one week of Religious Education time to complete)

The Teacher helps the children to begin to look at and focus on the experience within their own lives, concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiences of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art etc.
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences.

There is only one learning intention for **Explore**.

Revelation-Reveal

This is the heart of the process where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Reveal (This will take two weeks of Religious Education time to complete)

The Teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ. It will involve:

- learning about Scripture,
- the teaching of the Church-its tradition,
- prayers, rites, psalms, hymns and
- other expressions of Christian faith and
- the lives of outstanding Christians.

The process of delivery will involve:

- learning about religion
- developing and understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, computing and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

There are 6 learning focuses for Reveal. The content of all 6 focuses must be studied.

In the Reveal part of the process, a wealth of scripture is explored. Please refer to the Scripture grid so that you can see what is used and when. It is expected that the children study the Word in an appropriate way and can fully access it. To this effect, most of the passages used come from God's story.

Response - Respond

This is where the learning is assimilated, celebrated and responded to in daily life. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives.

Respond (Respond will take one week of Religious Education time to complete)

Remember is the first part of this section. Teachers provide opportunity for the children to remember what they have understood and learnt.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice is the second part of this section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. There is a format in every topic, to offer guidance as to the content of the celebration.

In **Renew** the Teacher helps each child to make an individual response, to hold in to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives.

All evidence from the **Respond** section of each topic will be collated and uploaded onto our remote learning platform, Google Classrooms (Y1 - Y6).

Search

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

Revelation

At the end of Reveal, pupils will have grown in knowledge, understanding and appreciation of Scripture, Tradition, Celebration, Christian living and prayer as the response of faith to these questions.

Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

The Approach Chosen

In St. Cuthbert's and St. Sebastian's we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

Refer to Appendix 1 for list of topics in each year group and scripture grid which identifies scripture to be studied within each year group.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key stage 2 and two and a quarter hours for Key stage 1 and one and a quarter hours per session for the Foundation Stage.

Planning

LONG-TERM

Senior Management and RE coordinator responsibilities:

To allocate 10% of curriculum time.

To monitor timetables to ensure quality time for Religious Education.

MEDIUM TERM PLANNING

The RE Co-ordinator responsibilities:

Direct staff to the Come and See Website to download the teacher guide at the beginning of each topic

Allocating the starting date for each topic

Allocating time for each learning focus to be achieved - Delivery of the topic requires approximately ten hours.

It is recommended that a quarter of the time is devoted to Explore; half the time to Reveal; and a quarter to Respond.

Allocating time for the exploration of another faith in the Autumn Term and Other World Religion in Summer Term

Indicating planning/teaching to be monitored.

Create a glossary for each topic in each year group, with subject specific words (beginning of each topic)

SHORT - TERM

The class teacher's responsibilities

To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.

To choose appropriate activities to explore this content.

To state the days on which these activities are to take place and date the RE assessment and feedback sheet.

Comments from all staff in each year group regarding differing needs and abilities of the children on the feedback sheet.

To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise.

To evaluate teaching.

To reflect upon each topic, thinking of the Catholic Life and community links that have been made.

Differentiation

As with all other areas of the curriculum, the purpose of differentiation in Religious Education is;

To enable children to succeed in the set task or activity.

To challenge children beyond their comfort zone of knowledge, understanding and skills

To enable children to recognise their achievements and celebrate these.

In Come and See, differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to child friendly Play Plans (EYFS) / Pupil Profiles (KS1/KS2) of children on the SEND register.

Come and See for Yourself & Staff reflections

The Come and See for yourself resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

Other faiths and other world religions

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 from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of our other faith which is Judaism, and another World Religion.

We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources and visitors to supplement this.

Other Faith and Other Religions overview

Other Faith: (We refer to Judaism as another Faith because of our shared Christian and Jewish Heritage)

Autumn Term

- Judaism

Summer Term

Other Religions: (we refer to Islam, Hinduism and Sikhism as other Religions as they are monotheistic (believe in one God) however, we note Hinduism believes in incarnation hence God can take many forms)

Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See, emphasises a wide range of achievement. In our schools it involves:

Informal Assessment

EYFS, Key Stage 1 & Key Stage 2

Class teacher's note on their feedback sheets the tasks, groups or individuals they are going to assess informally as the topic is progressing.

General observations of children engaged in classroom activities. Observation of contributions made to classroom displays and prayer tables.

Children refer to the glossary before each topic, to familiarise themselves with key vocabulary they will be using in their lessons.

Early Years

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Formal Assessment

Foundation 1 & 2 - RE Floorbooks of annotated work from each topic including for example, photographic evidence. Links with Characteristics of Effective Learning and Areas of Learning and Development.

Year 1- 6 - Attainment Targets and Levels of Attainment

In summer 2000, the National Board of Religious Inspectors and Advisers published Levels of Attainment in RE for Catholic Schools. The document identifies two attainment targets:

AT1 - Knowledge and Understanding of Religion (Learning about Religion - content)

AT2 - Reflection on Meaning (Learning from Religion - skills)

End of Year Standards

EYFS

BEGIN TO RECOGNISE, BEGIN TO LISTEN TO, BEGIN TO TALK ABOUT Working towards Expected standard

<p>Knowledge and Understanding (Learning about)</p> <p>REVEAL COME AND SEE</p>	<p>Developing Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Begin to listen to and experience religious stories. • Begin to listen to songs, hymns, music and dance to express religious stories. • Begin to experience using materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Begin to talk about narratives of religious stories heard. • Begin to listen to and read simple sentences from scripture. • Experience role play of families, church communities and church traditions. • Experience role play of places they have read or heard about family, church communities and scripture stories. • Experience of role play how people behave in the local, and universal church community. • Begin to listen to and talk about key figures in the history of the People of God. • Begin to recognise and talk about religious signs and symbols used in worship. • Begin to talk about religious signs and symbols in role play. • Begin to recognise religious words appropriate to their age and stage of development.
	<p>Making links and connections</p>	
	<p>Historical Development</p>	
	<p>Religious & Specialist Vocabulary</p>	<ul style="list-style-type: none"> • Begin to use key religious words appropriate to their age and stage of development.
<p>Engagement and Response (Learning from)</p> <p>EXPLORE COME & SEE</p>	<p>Meaning and Purpose</p>	<ul style="list-style-type: none"> • Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	<p>Beliefs and Values</p>	<ul style="list-style-type: none"> • Begin to show sensitivity to others' needs and feelings. • Begin to talk about how they show feelings. • Begin to speak in a familiar group and talk about their ideas. • Begin to express themselves. • Begin to give their attention to what others say and respond. • Begin to talk about their own and others' behaviour. • Begin to talk about past and present events in their own lives and in the lives of family members. • Begin to know that other children don't always enjoy and share the same feelings.

EYFS		RECOGNISE, TALK ABOUT Expected standard
Knowledge and Understanding (Learning about) REVEAL HOME AND SEE	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Recognise and sing songs, hymns, 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. Talk about their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Talk about 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. Talk about religious stories they have heard and read with 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. Recognise and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Recognise and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> Recognise key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development.
Engagement and Response (Learning From) EXPLORE HOME & SEE	Meaning and Purpose	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs and Values	<ul style="list-style-type: none"> 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.

EYFS	RECOGNISE, TALK ABOUT, BEGIN TO RETELL Working above Expected standard
------	---

Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Recognise religious stories. • 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. • Recognise key figures in the history of the People of God. • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases.
Engagement and Response (Learning From)	Meaning and Purpose	<ul style="list-style-type: none"> • Say what they wonder about. • Talk about wondering questions about all of the areas of study and recognise that some questions are difficult to answer.
	Beliefs and Values	<ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them. • Respond to questions about their own and others' feelings, experiences and things that matter to them.

YEAR 1		RECOGNISE, TALK ABOUT, BEGIN TO RETELL Working towards Expected standard
Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Recognise religious stories. • Recognise religious beliefs. • Recognise that people act in a particular way because of their beliefs. • Recognise key figures in the history of the People of God. • Recognise key people in the local, national and universal Church. • Recognise religious signs and symbols used in worship including the celebration of the Sacraments. • Retell in any form, a narrative that corresponds to the Scripture source used.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases.
Engagement and Response (Learning from)	Meaning and Purpose	<ul style="list-style-type: none"> • Say what they wonder about. • Talk about wondering questions about all of the areas of study and recognise that some questions are difficult to answer.
	Beliefs and Values	<ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them. • Respond to questions about their own and others' feelings, experiences and things that matter to them.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

	Reflection	
YEAR 1		RETELL, BEGIN TO DESCRIBE, BEGIN TO ASK Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Retell religious stories. • Retell, in any form, a narrative that corresponds to the scripture source used. • Retell what they know about key figures in the history of the People of God. • Retell what they know about key people in the local, national and universal Church. • Retell in any form, beginning to recognise signs and symbols, the celebration of the Sacrament. • Describe some of the actions and choices of believers that arise because of their belief. • Describe the life and work of some key figures in the history of the People of God. • Describe different roles of some people in the local, national and universal Church. • Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases.
Engagement and Response (Learning from) EXPLORE COME & SEE	Meaning and Purpose	<ul style="list-style-type: none"> • Say what they wonder about. • Begin to ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer.
	Beliefs and Values	<ul style="list-style-type: none"> • 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.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 1		RETELL, DESCRIBE, ASK Working above Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Describe some of the actions and choices of believers that arise because of their belief. • Describe the life and work of some key figures in the history of the People of God. • Describe different roles of some people in the local, national and universal Church. • Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases.
Engagement and Response (Learning from) EXPLORE COME & SEE	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 recognise that some questions are difficult to answer.
	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.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 2		RETELL, ASK Working towards Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Retell religious stories. • Retell, in any form, a narrative that corresponds to the scripture source used. • Retell what they know about key figures in the history of the People of God. • Retell what they know about key people in the local, national and universal Church.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases.

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 recognise that some questions are difficult to answer.
EXPLORE COME & SEE	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.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 2		DESCRIBE, ASK Expected standard
Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Describe some of the actions and choices of believers that arise because of their belief. Describe the life and work of some key figures in the history of the People of God. Describe different roles of some people in the local, national and universal Church. Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases.
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 recognise that some questions are difficult to answer.
EXPLORE COME & SEE	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.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 2

DESCRIBE, ASK, BEGIN TO GIVE REASONS Working above Expected standard

Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Describe and begin to give reasons for some of the actions and choices of believers that arise because of their belief. • Describe the life and work of some key figures in the history of the People of God and for their actions. • Describe different roles of some people in the local, national and universal Church and begin 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 and begin to give reasons for them.
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases with some accuracy.
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 recognise that some questions are difficult to answer.
	Beliefs and Values	<ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them. • Ask, respond and begin to give reasons to questions about their own and others' feelings, experiences and things that matter to them.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 3

RETELL, DESCRIBE, ASK, BEGIN TO GIVE REASONS Working towards Expected standard

Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<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 <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
	Making links and connections	
	Historical Development	
	Religious & Specialist	<ul style="list-style-type: none"> • Use religious words and phrases with accuracy, in context.

	Vocabulary	
Engagement and Response (Learning from)	Meaning and Purpose	<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.
EXPLORE COME & SEE	Beliefs and Values	<ul style="list-style-type: none"> Describe and give reasons for feelings and beliefs that affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 3		RETELL, DESCRIBE, ASK, GIVE REASONS Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<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 and give reasons for: <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
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases with accuracy, in context.
Engagement and Response (Learning from)	Meaning and Purpose	<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.
EXPLORE COME & SEE	Beliefs and Values	<ul style="list-style-type: none"> Describe and give reasons for feelings and beliefs that affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view.
	Make Judgements	<ul style="list-style-type: none"> Express a preference.
	Recognise Diversity	
	Analyse and Deconstruct	

	Reflection	
YEAR 3		DESCRIBE, GIVE REASONS, BEGIN TO MAKE LINKS Working above Expected standard
Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	
	Making links and connections	<ul style="list-style-type: none"> • Begin to 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
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Begin to use a range of given religious vocabulary.
Engagement and Response (Learning from)	Meaning and Purpose	<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.
	Beliefs and Values	<ul style="list-style-type: none"> • Begin to make links to show how feelings and beliefs affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
	Make Judgements	<ul style="list-style-type: none"> • Express a preference.
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 4		RETELL, DESCRIBE, ASK, GIVE REASONS Working towards Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<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 and give reasons for: <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
	Making links and connections	
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious words and phrases with accuracy, in context.
Engagement and Response (Learning from) EXPLORE COME & SEE	Meaning and Purpose	<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.
	Beliefs and Values	<ul style="list-style-type: none"> • Make links between feelings and beliefs that affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
	Make Judgements	<ul style="list-style-type: none"> • Express a preference.
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 4		DESCRIBE, GIVE REASONS, MAKE LINKS Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	
	Making links and connections	<ul style="list-style-type: none"> • Make links between a given source and: <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. • Make links between: <ul style="list-style-type: none"> - beliefs and sources, giving reasons for beliefs

		<ul style="list-style-type: none"> - beliefs and worship, giving reasons for actions and symbols - beliefs and life, giving reasons for actions and choices
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary.
Engagement and Response (Learning from)	Meaning and Purpose	<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.
	Beliefs and Values	<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
	Make Judgements	<ul style="list-style-type: none"> • Express a preference.
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

YEAR 4		GIVE REASONS, MAKE LINKS (with increasing detail and accuracy) Working above Expected standard
Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	
	Making links and connections	<ul style="list-style-type: none"> • Make links with increasing detail and accuracy between: • 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
	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary.
Engagement and Response (Learning from)	Meaning and Purpose	<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.
	Beliefs and Values	<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others.
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
	Make Judgements	<ul style="list-style-type: none"> • Express a preference.
	Recognise Diversity	

	Analyse and Deconstruct	
	Reflection	

YEAR 5	GIVE REASONS, MAKE LINKS (with increasing detail and accuracy) Working towards Expected standard
---------------	---

REVEAL COME AND SEE	Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	
		Making links and connections	<ul style="list-style-type: none"> • Make links between a given source and: <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. • 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
		Historical Development	
		Religious & Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary.
EXPLORE COME & SEE	Engagement and Response (Learning from)	Meaning and Purpose	<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.
		Beliefs and Values	<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others.
Analysis and Evaluation		Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
		Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
		Make Judgements	<ul style="list-style-type: none"> • Express a preference.
		Recognise Diversity	
		Analyse and Deconstruct	
		Reflection	

YEAR 5	GIVE REASONS, MAKE LINKS (with increasing detail and accuracy), BEGIN TO SHOW UNDERSTANDING Expected standard
---------------	--

Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Begin to 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"> • Begin to 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 & Specialist Vocabulary	<ul style="list-style-type: none"> • Begin to use religious vocabulary accurately and appropriately.
Engagement and Response (Learning from) EXPLORE COME & SEE	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"> • Begin to show understanding of how their 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 given sources to support a point of view.
	Construct Arguments	<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 point of view and begin to arrive at judgements.
	Recognise Diversity	<ul style="list-style-type: none"> • Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct	
	Reflection	

YEAR 5		GIVE REASONS, MAKE LINKS (with increasing detail and accuracy), SHOW UNDERSTANDING, BEGIN TO ENGAGE AND RESPOND Working above Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing 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 • 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"> • 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 & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious vocabulary accurately and appropriately.

Engagement and Response (Learning from)	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"> Show understanding of how their own and other's decisions are informed by beliefs and moral values.
EXPLORE COME & SEE		
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use given sources to support a point of view.
	Construct Arguments	<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 point of view and arrive at judgements.
	Recognise Diversity	<ul style="list-style-type: none"> Recognise and show understanding of difference by comparing and contrasting different points of view.
	Analyse and Deconstruct	
	Reflection	

YEAR 6	GIVE REASONS, MAKE LINKS (with increasing detail and accuracy), BEGIN TO SHOW UNDERSTANDING, BEGIN TO ENGAGE AND RESPOND Working below Expected standard
---------------	---

Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Begin to 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"> Begin to 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 & Specialist Vocabulary	<ul style="list-style-type: none"> Begin to use religious vocabulary accurately and appropriately.
Engagement and Response (Learning from)	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"> Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.
EXPLORE COME & SEE		
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use given sources to support a point of view.
	Construct Arguments	<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 point of view and begin to arrive at judgements.
	Recognise Diversity	<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct	

	Reflection	
--	------------	--

YEAR 6		GIVE REASONS, MAKE LINKS (with detail and accuracy), SHOW UNDERSTANDING, ENGAGE AND RESPOND Expected standard
Knowledge and Understanding (Learning about) REVEAL COME AND SEE	Developing Knowledge and Understanding	<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"> • 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 & Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately.
Engagement and Response (Learning from) EXPLORE COME & SEE	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"> • 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 sources to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Show understanding by expressing a point of view and give reasons for it.
	Make Judgements	<ul style="list-style-type: none"> • Arrive at judgements.
	Recognise Diversity	<ul style="list-style-type: none"> • Recognise and show understanding of difference, comparing and contrasting different points of view.
	Analyse and Deconstruct	
	Reflection	

YEAR 6		GIVE REASONS, MAKE LINKS (with detail and accuracy), SHOW UNDERSTANDING, ENGAGE AND RESPOND, BEGIN TO EXPLAIN Working above Expected standard
Knowledge and Understanding (Learning about) REVEAL	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Show understanding and begin to explain a range of scripture passages.
	Making links and connections	<ul style="list-style-type: none"> • Begin to make links between different sources and areas of worship, showing understanding of how one area influences others.

COME AND SEE	Historical Development	
	Religious & Specialist Vocabulary	<ul style="list-style-type: none"> Begin to use a range of contextually accurate and appropriate religious vocabulary.
Engagement and Response (Learning from)	Meaning and Purpose	<ul style="list-style-type: none"> Compare their own and others' responses to questions of meaning and purpose. Begin to explain their own and other's views in the light of religious teaching.
	Beliefs and Values	<ul style="list-style-type: none"> Compare their own and others' responses to questions of belief and values.
EXPLORE COME & SEE Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	<ul style="list-style-type: none"> Present a debate/argument for a particular point of view, showing understanding of different views.
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements making links to evidence found.
	Recognise Diversity	
	Analyse and Deconstruct	
	Reflection	

As in other subjects, progression in Religious Education is not always predictable and pupils of the same age will be at different standards.

Expectations

In each topic, teachers use Religious Education standards to level children's knowledge and understanding in each topic. They provide support for the tasks of differentiation, assessment, recording and reporting.

We follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

THE CHURCH

THE SACRAMENTS

CHRISTIAN LIVING

To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each task is put into the child's Come and See Formal Assessment book. Each termly assessed piece of work is levelled, and recorded on each pupils' Religious Education standards' sheet, which is then passed on to each subsequent year group, to track progress and attainment. Standards are moderated across the federation at Termly Staff Meetings using the context sheets, within the West Derby Networked Learning Community (WDNLC) & Pastoral areas.

3 year Formal Assessment Overview for Come and See

Year	2021/2022	2022/2023	2023/2024
Autumn	Christian Living Theme Advent/Christmas ~Loving	Church Theme Domestic Church ~Family	Sacramental Theme Baptism/Confirmation ~Belonging
Spring	Church Theme Local Church ~Community	Sacramental Theme Eucharist ~Relating	Christian Living Theme Lent/Easter ~Giving
Summer	Sacramental Theme Inter-relating ~Reconciliation	Christian Living Theme Pentecost ~Serving	Church Theme Universal Church ~World

Reporting

Reporting in Religious Education is a natural part of teaching and integral to learning process.

There are four dimensions to reporting in Religious Education:

1. It provides feedback to pupils on their achievements and progress through:

Informal discussion with pupils;

Regular and constructive marking of pupil's work;

Compilation of pupil records.

2. It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:

Summative records;

Pupil profiles

3. It informs parents of the progress and achievement of their children through:

Pupils, parent and teacher discussion;

Termly curriculum leaflets outlining topics to be covered

Written reports;

Religious Education assemblies;

Displays of work;

Photographic records of dance, drama and musical presentations.

4. It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:

Curriculum documents;

Termly curriculum leaflets outlining topics to be covered

Headteacher's report to governors;

Sacramental meetings for parents (With You Always);

Religious Education assemblies;

Photographic records of dance, drama and musical presentations;

Displays of work

Mission Day evidence

School Website

Parish events.

Monitoring

The RE Co-ordinators monitor planning and children's work termly.

This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator, Head teacher and RE Governor on a rolling programme, according to the School Development Plan and RE Development and also Performance management Plan.

With regard to monitoring teaching, the school follows the diocesan guidelines. Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;

- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;

- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;

- Use teaching methods and strategies which match learning objectives, key skills and the needs of all pupils;

- Manage pupils well and achieve high standards of behaviour;

- Use time and resources, including computing, effectively and efficiently;

- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;

- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;

- Apply intellectual or creative effort in their work;

- Are productive and work to a good pace;

- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;

- Understand what they are doing, how well they are doing, how well they have done and how they can improve. Live feedback to be provided in each lesson.

Evaluation of learning

The children evaluate their own learning at the end of each topic through the Respond aspect of the programme. Children are also encouraged to reflect on their experience and learning during this time.

Staff Development

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

The federation sees the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans. This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects.

Before staff begin a topic they are encouraged to read the "Come & See for Yourself" material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

Staff Induction

New staff are given

A copy of the "Come and See" programme for Religious Education.

A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.

The medium term planning for their year group.

A copy of the RE Policy

A copy of the Collective Worship Policy

The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.

Resources - Staff

St. Cuthbert's	
Mrs Claire Bellis-Knox	Headteacher- CCRS
Miss Angela Brough	Assistant Headteacher/ RE Coordinator/ DSL/Foundation Stage Lead-CCRS
Mrs Kate Lunt	Assistant Headteacher/ SENDCo/ Assessment
Mrs Jackie Hilton	Lead Practitioner, Safeguarding - Rainbow's facilitator
Miss Kelly	F1 Teacher-CCRS
Miss Angela Brough	F2 Teacher-CCRS
Miss Holly Delahunty	Y1 Teacher
Miss Danielle Garvey	Y2 Teacher
Mrs Helen Jones (maternity)	Y3 Teacher-CCRS

Miss Beth Funnell	Year 3 Supply Teacher
Miss Rebecca Hardiman	Y4 Teacher-CCRS

Mr James Brophy	Y5 Teacher-CCRS
Mrs Kate O'Callaghan	Y6 Teacher-CCRS
Miss Lauren Murphy	Y6 Teacher-CCRS
Mrs Susana Castro	MFL (Spanish) Teacher

St. Sebastian's	
Mrs Jacqui Mulligan	Headteacher- CCRS
Miss Joanne Devine	Deputy Headteacher, SENDCo, EYFS, Assessment-CCRS
Mrs Leanne McCormick	Senior Teacher-Curriculum
Mrs Jackie Hilton	Lead Practitioner, Safeguarding - Rainbow's facilitator
Mrs Aimee Kamara	F1 Teacher
Miss Joanne Devine	F2 Teacher-CCRS
Miss Laura Leneghan	Y1 Teacher-CCRS
Mrs Maureen Rabbette	Senior Y2 Teacher-CCRS
Miss Sarah Webster	Y3 Teacher-CCRS
Miss Katherine Howell	Y4 Teacher/RE Co-Ordinator- CCRS
Miss Courtney Daniel	Y5 Teacher-CCRS
Mrs Leanne McCormick	Y6 Teacher-CCRS
Mrs Susana Castro	MFL (Spanish) Teacher

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement. EQT's are invited to begin CCRS in their first year of teaching. New members of staff will also be invited to begin CCRS as part of their professional development in a Catholic School.

RE and Computing

Computing is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, and other technologies as enhancing the learning and teaching within lessons.

Resources - Teaching

Every classroom should have a prayer focus table with a candle, Bible, God Story/Church Story, class prayer book and anything else related to you current topic.

Relationship of RE to the whole curriculum.

Each class must participate in an act of Collective Worship each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher is responsible for the Collective Worship of their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly Collective Worship.

Parents and Governors are invited to all Masses and Class Assemblies held in school. They are also invited to Christmas Plays, Mission Days and Carol Services. Sometimes Governors are invited to class rejoice assemblies.

The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time stories, poems, pictures, teachers own personal experiences and any experiences the children can contribute. Quiet, reflective music is played as the children enter the Hall at assembly time and during class Worship.

Sacramental Preparation - WITH YOU ALWAYS

Children in Year 4 receive the sacraments of Reconciliation, Eucharist and Confirmation. Preparation is provided by St. Oswald and St. Sebastian catechists. Meetings are held in St Sebastian's School or St Oswald's Church each year and parents attend with their children. School supports this process by encouraging participation and reminding families of dates and times of meetings.

Religious Education - School Development Plan

Subject Leader Priorities 2021-2022

The Quality of Education	
RE	
Whole school action	Designated lead(s)
To continue to provide a high quality RE curriculum embedded in Gospel Values that reflect our school ethos.	Angela Brough (SC) Kate Howell (SS)
Key priorities	
<ul style="list-style-type: none">• To ensure children's SEMH needs are met through careful planning and delivery of high quality RE lessons using the Come & See Programme.• To further enhance Catholic Life through celebration days that promote and echo the guidance of Pope Francis - Laudato' Si.• To become accredited with the Live Simply Award across both schools.• To continue to work closely with the Archdiocese to develop CPD (KH - New to RE Co-ordinator role / AB - ALFIE Project)• To guide staff in moving RE Respond aspect of Come and See to Google Classrooms as per other core subjects.• To embed a new Collective Worship programme, Ten Ten, to enhance the delivery of Collective Worship and promote pupil voice and engagement.	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To adapt the planning and delivery of RE to meet pupils' varied learning styles and their SEMH needs.	<p>RE coordinators to carry out learning walks, lesson observations and book monitoring to ensure activities delivered are age and ability appropriate. They must meet the needs of all learners within the class.</p> <p>Involve our school governors in learning walks to showcase how SEMH needs are met.</p>	<p>Co-ordinator time out of class to attend monitoring and provide feedback.</p> <p>Governor time to attend learning walk visits.</p>	AB and KH PM and AC	CBK and JM	Autumn 21	Summer 22
COP26 is the UN climate summit taking place on 9th - 20th November 2020. RE Lead to apply for CAFOD's 'Live Simply' Award.	<p>To raise awareness & show support, so that all countries in the world halt the climate crisis with decisions made at this event. Work towards applying for the 'Living Simply' Award.</p> <p>To lead a Mission Day across our schools under the theme 'Season of Creation' to begin the school year highlighting our support and care for our common home.</p>	<p>Staff training</p> <p>Organised timetable of events for Mission Day</p> <p>Whole school zoom</p> <p>Class/communal displays</p> <p>Website updates to involve parents</p>	AB, KH, CBK, JM	Fr Liam & Governors	<p>Autumn 1</p> <p>Mission Day (18.10.21)</p>	<p>Ongoing</p> <p>COP26 (09 - 20.11.21)</p>

<p>RE Coordinators to develop CPD.</p> <p>KH to develop her role as a new RE Coordinator.</p> <p>AB to continue to attend 'Archdiocese of Liverpool Foundation Years Impact' <i>ALFIE</i>: Consider own practise in Religious Education within the Early Years Foundation stage.</p>	<p>Attend all relevant training throughout the year to establish a role as RE lead.</p> <p>To disseminate feedback from ALFIE group across the Federation, working closely with RE Coordinator at St Sebastian's to ensure new initiatives are implemented when needed.</p>	<p>RE leaders attend training throughout the year - supply cover required when necessary.</p>	<p>AB & KH</p>	<p>CBK & JM</p>	<p>Autumn</p>	<p>Ongoing</p>
<p>Re-introduce evidence from <i>Respond</i> section of Come and See Programme.</p>	<p>Upload to Google Classroom – Respond Folder for each topic. Staff to ensure there is a variety of evidence e.g. picture evidence, pupil voice, activity booklets, class reflection, Go Forth</p>	<p>Twilight training for all staff</p> <p>Extra support supplied by RE Coordinators when needed to support staff.</p>	<p>KH & AB</p>	<p>CBK & JM</p>	<p>Autumn</p>	<p>Ongoing</p>
<p>Purchase <i>Ten: Ten</i> resource for Collective Worship.</p> <p>Weekly Prayer from Ten: Ten to be shared on School Website for parent reference.</p>	<p>Twilight needed to show website and resources. Staff to become familiar with all that the programme offers & use them daily in the classroom. Collective Worship themes to be revised.</p> <p>Home-school links remain</p>	<p>£515.00 per school annually</p>	<p>KH & AB</p>	<p>CNK & JM</p>	<p>Autumn</p>	<p>Summer</p>

	strong via the weekly					
	updates from Ten: Ten on website.					

The RE School Self Evaluation Document is displayed on the RE notice board in the staffroom. This is updated each year and a staff meeting will be given to do this as a whole school community.