



Religious Education Overview

RE is a journey of following the Golden Threads given to us by Christ and always trying to be the best we can be. Our ultimate goal is to treat ourselves and others how we would like to be treated as Jesus taught us. RE is a development of understanding and appreciating other people's differences.

Intent

At St Thomas of Canterbury School, we guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society. We have developed an exciting, challenging and creative R.E. curriculum that produces confident and successful learners who are the best that they can be. Rediscover challenges and opportunities for Going Deeper with their learning enables every child to develop their own talents and be lifelong learners. Our teaching and learning environment encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

We embed a strong partnership between home and school, helping our children to become responsible citizens and good role models. Above all, our Golden Rule of 'treating others as we would like to be treated' is paramount further embedded by our Golden Threads of Love, Forgiveness, Honesty, Thankfulness, Wonder, Kindness, Friendship, Hope, Respect and Tolerance. Our **S=P+A+C+E** for Me and **S=P+A+C+E** for **EVERYONE** ethos is especially important within RE further exploring our Golden Rule and Threads.

We encourage all children to appreciate, through their own experience of life, a love and sense of wonder and awe of the Gospels. We provide daily opportunities for prayer and worship so children can understand and appreciate the value of the Sacraments on their journey through life. We teach our children to show respect and tolerance for the views, beliefs and traditions of other faiths.

Implementation

At St. Thomas of Canterbury **Years 3 4** follow the Religious Education 'Come and See' programme which is developed through three themes based on documents from the Second Vatican Council. These themes are: Church, Sacrament and Christian Living. The whole school explores each religious theme at the same time through different topics following a yearly teaching cycle.

Each topic is opened up through: **EXPLORE, REVEAL AND RESPOND.**

Each RE topic is taught through the process of:

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.

Revelation - Reveal: 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. The Golden Threads are encouraged and explained with links made to the Gospels in RE lessons.

Response - Respond: This is where the learning is celebrated and responded to in daily life.

Children are given quality time to evaluate their work using learning reflections both independently and collaboratively. Next steps are also encouraged to enhance a deeper knowledge and understanding of RE and the importance of exploring people's beliefs and cultures.

From September 2022 EYFS has been following a new updated RE Curriculum from the diocese of Arundel and Brighton. From September 2023 Years 1 and 6 has been following the new RE Curriculum. From this September 2024, Years 2 and 5 will now be following the new RED Curriculum too.

Impact

At St. Thomas of Canterbury we know that every child is unique and at a different stage of their faith journey. We know that this may not always take place in an R.E. lesson, but will occur in other aspects of school life. We want all of our children to experience, understand, celebrate and live their faith in ways suited to their age and development. Above all, we want to promote to everyone the Gospel values of care, commitment, acceptance and respect and for all to recognise that God loves us unconditionally.

Curriculum (including aims and purposes)

The aims of Religious Education are to cultivate in every child:

- knowledge and understanding of the Christian faith (from a Catholic perspective) and the exploration of other faiths
- the skills required to engage in religious thinking and questioning
- formation of faith
- and the ability to live out in their daily lives, the gospel values as taught by Jesus.

Planning for Years 3 and 4 (key subject specific details)

Planning Guidelines for R.E in Years 3 and 4

For each Come and See topic there must be:

1. The St. Thomas' 10
2. Golden Threads with links made to the Gospels in RE lessons.
3. Learning for Life links
4. The Big Question to explore
5. Driver words in success criteria and on RE display board
6. Booklets will be used at the start of each topic in Years 5 & 6 to encourage children to make links to scripture and hymns
7. Key vocabulary being used in the topic
8. A home/school link activity

The Process

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the program and informs the process of each topic, opened up through: **EXPLORE REVEAL AND RESPOND.**

Each RE topic is taught through the process of:

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.

Revelation - Reveal: This is the heart of the program where knowledge and understanding of the Catholic Faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Response - Respond: This is where the learning is assimilated, celebrated and responded to in daily life.

Topic Cover Pages:

Each new topic will have a cover page. These may include:

- the topic title,

- key vocabulary for the topic,
- a “Big Picture” summary outline of the topic,
- the prayers and/or scripture being covered,
- illustrations,
- the learning challenges,
- what the pupils are looking forward to or question they’d like to find the answer to.
- A pre- assessment question that could then be re-visited as part of the end of topic evaluation

This is not a list of requirements, rather suggestions. Teachers can use these ideas according to the topic/ age group being taught. As much as possible, covers should be child generated and the language used should be child friendly. A5 is a good size for topic pages for KS1 as it is only meant to be a short introductory task (not a whole lesson) and the focus needs to remain on the R.E. content and developing pupil understanding of their new topic rather than the artistic skills used.

Pupil Evaluation:

Pupils will evaluate their learning at the end of every topic. Again, the way this is done will vary for the age of the child and the topic.

Questions to help with pupil self-evaluation:

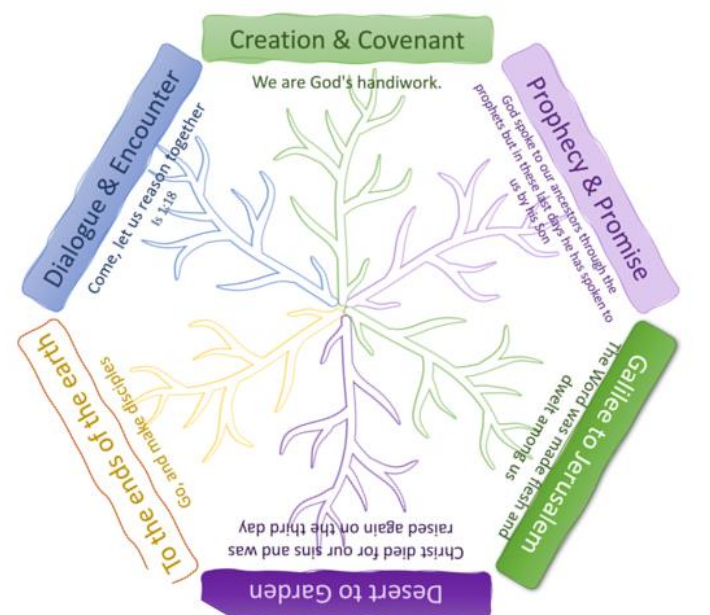
KS1: What I know now.... I know... I enjoyed... I will try to...	KS2: Pupil Self Evaluation and Renew What I learned that I didn’t know before... What I enjoyed... From now on, I will try to...
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Planning for EYFS, Years 1,2, 5 and 6 (key subject specific details)

Children from EYFS, Year 1, Year 2, Year 5 and Year 6 will be following the new updated Religious Education Curriculum directory.

There are 7 Branches to teach across the year; these same branches are explored in all year groups but at a deeper level each time, with a repetition of stories.

1. Creation and Covenant
2. Prophecy and Promise (Advent – Jesus’ birth)
3. Galilee to Jerusalem (Jesus’s life)
4. Desert to Garden (Lent – Jesus’ death and resurrection)
5. To the ends of the earth (Ascension and Early Church)
6. Dialogue and Encounter (Other Christian faiths and other faiths)



There are 4 Knowledge Lenses to unpick each objective taught within each Branch.

HEAR/WORD - The texts of our tradition: The Bible and the teachings documents of the Church.

BELIEVE/CREED - Catholic beliefs

CELEBRATE/ LITURGY - Catholic prayer and liturgy, time to respond to what has been taught.

LIVE/LIFE - The impact of faith on life: ethics, philosophy, art and culture

There are expected outcomes at the end of each objective that will form the steps to success and AfL opportunities.

Understand: An understanding of the scripture and its meaning.

Discern: By the end of each unit pupils should be able to talk and think critically and creatively about what they have learnt.

Respond: Pupils are invited to respond to their learning including a spiritual reflection.

All the resources for the new curriculum will be shared at termly meetings with Anna Flood from The Arundel and Brighton Diocese and can be found in the RE folder in the Staff Shared Area.

Taken from 'To know You more clearly The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales document'

The curriculum structures

The model curriculum has six components that will be known as branches which might, in practice, map helpfully onto the six half-terms of the school year. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

1. Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.
2. Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.
3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.
4. Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.
5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.
6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Teaching and Learning Help List:

This list is intended as a self-evaluation for you when you are embarking on planning an R.E. topic. Its aims are to help you improve the quality of planning and delivery of R.E. The list is purely for your own use and intended to be a helpful check list. These ideas can also be attributed to other subjects.

Planning for R.E.	
Will my lesson extend the most able pupils? Have I set challenging tasks to ensure a high level of attainment?	
Have I carried out clear accurate assessment of pupils' prior learning to ensure good learning takes place?	
Have I written key questions in my planning? HOTS (Higher order thinking skills – challenging all) USE BLOOMS SOLO TAXONOMY TO HELP	
Have I ensured that there is progression and continuity between my year group and others?	
Have I planned for I.C.T.? Made links with Learning for Life - RSE ? Curriculum Document	
Have I prepared a Liturgy/reflection as part of the lesson?	
Have I included cross-curricular links?(English/ICT /Science)	
Have I included success criteria that incorporates driver words?	

Before the Lesson	
Have I planned how to use additional adults and given them a copy of my plan in advance?	
Do I have reflective music ready for use? Candles? Opportunities for prayer & reflection?	
Have I read and reflected on the 'Come and see for yourself' teacher's page at the beginning of each topic to help me understand the topic?	

The Lesson	
Have I shared and explained the Learning Challenge or Question clearly? Remember what are the children LEARNING ?	
Have I shared with the children how they can be successful?	
Am I keeping track of pace and timings?	
Am I discussing children's ideas and using them to extend understanding?	
Have I made use of key questions?	
Have I used children's errors/misunderstandings to help develop their thinking?	
Have children had the opportunity for spontaneous prayer and/or personal prayer?	
Are children stimulated/enthused by what I am teaching and therefore show a passion and commitment to their learning?	
Are all abilities extended and on task? Have I provided for HA/G&T children? D&SEN?	
Are pupils making good/ rapid progress and rarely off task?	

Pupils' Work	
Are the pupils' work books covered and made "special"?	
Does the learning objective/ question appear on the pupils' written work in the Reveal section?	

Is there evidence of well-planned differentiation?	
Is there evidence of a variety of methods used throughout the topic? E.g. ICT, discussion notes, poetry, psalms, prayers, scripture evaluation, art etc.....	
Is all the work marked with developmental marking for the "Reveal/Scripture" work? Look at school Marking Policy	
Have I given pupils the chance to read my questions and previous comments and reflect/answer them? THIS IS ESSENTIAL	
Is work well presented and finished?	

Going Deeper in RE

- Invite the children to think about the questions – encourage them to ask deep questions, to become philosophers – you don't have to know the answers.
- Going Deeper opportunities should lead to awe and wonder.
- Consider – do the children already know what you're about to teach them? Will they need to do the set task or can they begin with the Going Deeper challenge?
- Pre-assessment activities are essential for effective learning, could be through artwork – can lead to deep conversation.
- Allow their voice to be heard – may not always be written or recorded.
- Be prepared to adjust groupings.
- Give them time to work on a separate/further question.
- Invite them to share the whole class input to ensure they have the knowledge and then ask them to 'stay with you' and introduce a different task for them.
- Look to the Standards of Attainment descriptors – especially 'Engagement and Response' and 'Analysis and Evaluation'; this is where you will find the Greater Depth Skills – it is not necessarily about 'more' knowledge – but applying what they know in a different way to deepen their understanding.
- Our **questioning** will encourage greater depth thinking:
 - What are the challenges that a Catholic might face in living out this scripture/teaching?
 - What might a Catholic do to find help and support with living out this scripture/teaching?
 - How will living out this scripture/teaching deepen a Catholic's relationship with Jesus?
 - Can you find out about a Saint who lived out this scripture/teaching?
 - Can you find another story in the Bible that has a similar message to this scripture/teaching?
 - Which Sacrament would help a Catholic to live out this scripture/teaching?
 - What are the reasons to support this opinion? What are the reasons to oppose this opinion?
 - What does the church say about this? What is your opinion?

Going deeper features in a child in RE

- Making links to Sacraments
- Can make links between Bible stories and knowledge of the teaching and practises of the Church
- Religiously literate – using and applying the correct vocabulary accurately and appropriately
- They are often seeking answers to deepen their knowledge of God – often asking 'big questions' about the meaning of life! Why are we here? What is the purpose of my life? How did we get here? What am I meant to do with my life?

Going deeper suggested activities in RE

- Sorting hoops
- What is the question to the answer?
- Use of the I wonder questioning in Come and See
- Include the teachings of the Church from the Youth Catechism
- Provide a variety of sources (websites, videos, books) to make links

Lesson Expectations *(subject specific guidance including what an excellent lesson looks like, recording of work, feedback and marking)*

S=P+A+C+E for Everyone *(subject specific guidance including strategies for the lowest 20% learners, SEND and EAL learners; Equality, Diversity and Inclusion opportunities)*

- Lowest 20% Strategies
- SEND Support:
- EAL Support:
- EDI Opportunities

Resources

- To know you more clearly – The Religious Education Directory:
<https://catholiceducation.org.uk/schools/religious-education/item/1000034-religious-education-curriculum-directory>
- RED resources on staff shared area
- Arundel and Brighton diocese website: <https://www.abdiocese.org.uk/>
- Prayer and Liturgy Directory: https://catholiceducation.org.uk/images/PLD_FINAL.pdf
- Cafod resources: <https://cafod.org.uk/>
- Mission together resources: <https://missiontogether.org.uk/>
- The Children's Bible and Good News Bibles
- YouCat: <https://www.youcat.org/>
- Saints: <https://www.youtube.com/c/ChristianKidsTV>
- Saint Stories: <https://www.themark10mission.co.uk/saint-stories>
- Catholic teaching: <https://www.catholiccentral.com/>
- God Who Speaks: <https://www.godwhospeaks.uk/primary-schools/>
- The Bible Project: <https://bibleproject.com/explore/>
- Together at One Altar: <https://www.togetheratonealtar.catholic.edu.au/>
- Supporting answering tough questions: <https://www.youtube.com/c/AscensionPresents/videos>
- Artwork:
 - Radiant Light, Elizabeth Wang <https://radiantlight.org.uk/images/>
 - Mike Moyers <https://mike-moyers.pixels.com/art>
- Music:
 - The Rend Collective <https://www.youtube.com/user/rendcollective>

Assessment *(subject specific additional expectations including feedback, marking, reflections, AfL, summative assessment and models of next step marking)*

Teacher Assessment:

Teachers assess their children in RE termly. This is achieved through a process on of ongoing teacher assessment, based on pupil performance across all work done during the topic, written and oral responses. Teachers use end of year statements to inform their judgments as to whether a child is working towards (WT), Working at (WA) or working at greater depth (GD) in RE. These judgments are recorded onto Arbor our online assessment system.

It is important to use AFL when marking children's work. It is important to have a balance of marking strategies over time; open ended questions, deeper learning questions, indicate next steps and questions that help students to apply what they have learnt to their own lives. Look to the **driver words** when marking work and reflecting on pupils' answers. When marking it is appropriate to highlight spelling errors - the focus would be on Topic Words/religious vocabulary and then on the spellings expected for that year group.

Developmental marking should occur once during a Come and See Topic/ **updated new Religious Education Curriculum directory** using the ***driver words*** as a focus.

Allowing children time to respond to marking is extremely important.

Arbor should be up dated on a termly basis (see assessment requirements). Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

Years 3 and 4 will be using the Arundel and Brighton Standards of Attainment to assess children's knowledge and understanding, engagement and response and analysis and evaluation.

	Driver words	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.those 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 to sources to support a point of view.				

	Driver words	KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 4	Age 8-9	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 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.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 beliefsbeliefs & worship, giving reasons for actions and symbolsbeliefs & life, giving reasons for actions and choicesUse 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 purposeMake 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 viewExpress a point of viewExpress 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 & sourcesbeliefs & worshipbeliefs & lifeUse 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.					

SUGGESTED 'BIG QUESTIONS' FOR YEARS 3 & 4

THEMES & TOPICS	YEAR 3	YEAR 4
Domestic church Family	Homes What makes a house a home?	People Where do I come from?
Baptism/ confirmation belonging	Promises Why make promises?	Called What does it mean to be called and chosen?
Advent/ Christmas loving	Visitors Are visitors always welcome?	Gift What's so special about gifts?
Local church community	Journeys Is life a journey?	Community What makes 'community'?
Eucharist Relating	Listening & sharing What's so important about listening and sharing?	Giving & receiving What's more important - giving or receiving?
Lent/Easter Giving	Giving all What makes some people give everything for other people?	Self discipline Is self-discipline important in life?
Pentecost Serving	Energy What's the use of energy?!	New life What's so important about new life?
Reconciliation Inter-relating	Choices What helps me to choose well?	Building bridges Why are bridge-builders important in life?

Universal Church World	Special places What makes a place special?	God's people Why do some people do extraordinary things?
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EYFS, Year 1, 2, 5 and 6 will assess expected outcomes by using the following 3 strands: Understand, Discern and Respond.

Expected outcomes



Understand

By the end of this unit of study, pupils will be able to:

U6.1.1.	Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE)
U6.1.2.	Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.
U6.1.3.	Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.
U6.1.4.	Explain some Christian beliefs about the Sacrament of Baptism.
U6.1.5.	Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66.



Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

- | | |
|---------|---|
| D6.1.1. | Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. (RVE) |
| D6.1.2. | Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way. |



Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- | | |
|---------|--|
| R6.1.1. | Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. (RVE) |
| R6.1.2. | Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment. |
| R6.1.3. | Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation. (RVE) |

EYFS further guidance

- Under the new EYFS framework, the following three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving: communication and language, physical development and personal, social and emotional development. RE can be explored within these three areas as well as the specific area of understanding the world.
- In the EYFS an important aspect of RE learning is carried out through continuous provision **and recording in a floor book**.

Key Stage One further guidance

- Children will have a plain paged RE book that they stick their work into. These books are seen as special and are treated with utmost care. In the inside cover will be our Mission Statement and Golden Threads.
- Children should respond to teacher marking using purple pen or pencil.

Key Stage Two further guidance

- Children have a special red, RE Book that displays the school logo that differs from those used for other curriculum areas to make the uniqueness of the subject immediately obvious to the children. In the inside cover will be our Mission Statement and Golden Threads.
- Children should respond to teacher marking using purple pen.

Whole School further guidance

Teaching Other Faiths:

Across the school children will spend two weeks a year learning about other faiths. In the Autumn term children learn about Judaism and Islam in the Summer term.

Provision for More Able Pupils and Challenge for all:

Provision should be shown on planning for Gifted children or More Able children but every child should be challenged in their learning and understanding of RE.

To enable more able learners, we must get the environment right in the classroom. Have Big Question books or opportunities for children to write down questions that can be answered for them. Ensure that on your challenge wall there is something related to RE or have Key questions on your RE display that the children can answer. Aim to have a challenge or some higher-level thinking questions on display for discussion.

Encourage Awe and Wonder driven by the children – for example use of a big question book, use a box or tree or artwork to inspire discussion.

It is important to use AFL when marking children's work. Try to mark with children as much as possible. If you can't (which is very possible) give open ended questions that can be discussed and answered by the children so that you can extend their learning. Look to the driver words when marking work and reflecting on pupils' answers.

The Driver words should be on display and referred to throughout the lesson as well as informing the challenge and steps to success.

Make use of the prayer garden for teaching RE lessons, prayer services, class worships, wellbeing activities and celebrating birthdays and other special occasions.

In every classroom there will be a Class Worship book on the prayer table. Every Thursday each class will be responsible for planning their own worship. This should be planned for and delivered by the children.

Monitoring in R.E. 2024-25:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Learning Walk and Pupil Voice Prayer focus and RE display Book Look Data analysis	Learning Walk and Pupil Voice Prayer focus and RE display Book Look Data analysis	Learning Walk and Pupil Voice Prayer focus and RE display Book Look Data analysis

Monitoring Guidance from the Diocese:

Monitoring of Class Displays	Monitoring of Prayer corner/ focus
<p>Is the RE display prominent and clearly visible? Is the RE display well cared for? Does the RE display show the current topic? Are the Key words for the current topic displayed? Is the RE display interactive? Is there pupils' work on display? Is there a variety of media displayed? Is the RE display linked to the liturgical year? e.g use of colours, symbols, images etc...</p>	<p>The prayer corner/area is prominent in the classroom It reflects the current religious education topic It looks clean, fresh and well presented The focus is changed regularly to reflect the liturgical time of the year Do pupils help to assemble and care for the area? The Bible is prominently displayed? (turned to the Scripture reading of the day/theme) A selection of religious objects, items for reflection and cloths are available and brought out at different times The prayer area is used interactively e.g. by using prayer intention cards Interesting stimuli are used e.g. incense, music, wind chimes, running water The prayer area is used regularly by teachers and pupils</p>



Monitoring of Planning	Scrutiny of Books
<p>Learning Objectives</p> <ul style="list-style-type: none"> Is planning informed by the ELG / "Driver Words"/ RED Curriculum? Are learning objectives clearly identified? Do learning objectives relate to the learning focus of the RE programme? <p>Come and See (Years 3 & 4)</p> <ul style="list-style-type: none"> Are lessons planned to meet the requirements of the 'Reveal' section? Is there evidence of how children can be successful? 	<p>Writing</p> <ul style="list-style-type: none"> Is there a range of opportunity for writing which include evidence of note taking, drafting and redrafting, narrative etc? Is there any record of class discussion? <p>Differentiation</p> <ul style="list-style-type: none"> Is there evidence of activities being fine-tuned to match the ability and understanding of all pupils? Does the work indicate an appropriate range or resources and teaching strategies have been used to promote learning?

<p>RED Curriculum (EYFS, Years 1,2,5 & 6)</p> <ul style="list-style-type: none"> • Are lessons planned to meet the requirements for expected outcomes: Understand, Discern and Respond • Is there evidence of how children can be successful? <p>Differentiation</p> <ul style="list-style-type: none"> • Does the planning indicate fine-tuned differentiation is taking place to ensure • The needs of almost every pupil or groups of pupils are addressed? <p>Key Words/Questions</p> <ul style="list-style-type: none"> • Are key words identified on plans? • Are questions identified to challenge more able pupils? <p>Assessment</p> <ul style="list-style-type: none"> • Are opportunities for assessment highlighted? • Are there planned opportunities for pupil self-evaluation? <p>ICT</p> <ul style="list-style-type: none"> • Is ICT used to support teaching and learning? <p>Links to other areas of learning</p> <ul style="list-style-type: none"> • Are opportunities identified for links with other areas of the curriculum? <p>Resources</p> <ul style="list-style-type: none"> • Are appropriate resources clearly identified? 	<p>Learning about and learning from RE</p> <ul style="list-style-type: none"> • Does the work indicate that pupils acquire knowledge quickly and are developing their understanding? • Does the work indicate imagination, independence and originality? • Does the work indicate 10% of teaching time is given to RE? • Presentation • Is there consistency in the standard of presentation of each pupil's work? <p>Marking</p> <ul style="list-style-type: none"> • Is work marked regularly? • Is marking developmental with specific comments to challenge pupils? • Is work marked to show pupils what they need to do next time to improve? • Are pupils given time to respond to marking?
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Collective Worship
<p>Setting the Atmosphere and Preparing for Worship:</p> <p>Is there a plan available with content to meet the needs of all present?</p> <p>Is there an appropriate focus?</p> <p>Are the resources used suitable?</p> <p>Are ICT / Music etc. prepared and ready?</p> <p>Do all the readers / leaders have all they need? Have all support staff been briefed?</p> <p>Have invitations been sent to members of the community (if appropriate)?</p> <p>Is the environment suitable and ready?</p> <p>Gathering:</p> <p>How do participants gather – is there a sense of order and respect?</p> <p>Is there a procession / movement to another area?</p> <p>How is a prayerful atmosphere created?</p> <p>Is there an invitation to participate?</p> <p>Does everyone feel welcome?</p> <p>Is the purpose of the act of worship clear and the focus explained?</p>

<p>Listening to the Word:</p> <p>Is the Scripture they are listening to suitable?</p> <p>Is the Word treated with reverence?</p> <p>Has / have the reader(s) been well-prepared so as to engage the listener?</p> <p>How is the 'reading' shared – role play, music, power-point etc.?</p> <p>Is it suitable for the participants?</p> <p>Do participants listen attentively?</p> <p>Do they show good listening skills?</p>
<p>Responding:</p> <p>Is there maximum participation?</p> <p>Is time given for individual silent reflection?</p> <p>Do children pray / respond wholeheartedly? Are adults good role models?</p> <p>Do all adults participate?</p> <p>Are participants invited to respond in an appropriate manner? (in a variety of ways?)</p>
<p>Going Forth:</p> <p>Does Worship conclude appropriately?</p> <p>Do participants leave Collective Worship in a suitable, orderly manner?</p> <p>How are they enabled to take the message away with them?</p>
<p>Overall:</p> <p>Was it a positive, enriching religious experience for all present?</p> <p>Has this worship enhanced the spiritual and / or moral development of those present?</p> <p>Was the time and content appropriate for the age, ability and background of the children?</p> <p>Did all parts of worship help to develop the Liturgical formation of participants?</p> <p>Was it well-organised, led and presented?</p> <p>Was there a sense of community, common ethos and shared values?</p>

Worship Planner:

<p>Date:</p>	<p>Class/ Leaders :</p> <p>Names of the children who have planned and led the session:</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Gather:</p> <p>Set the scene – consider layout of the space and the seating arrangements. Lighting? Fragrance?</p> <p>Can everyone see the focal point? Lectern?</p> <p>What symbols will you use?</p> <p>Bible – for the Word</p> <p>Candle for Jesus as light of the world – may have a smaller table with candles for each class</p> <p>Cross or Crucifix – depending on the time of the year</p> <p>Liturgical colours – help to focus on the mood for the season</p> </div> </div>	
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Word:</p> <p>Every liturgy must include a biblical text – it is through the Word that God speaks to us and calls us to respond</p> <p>Ensure the word can be read – choose readers carefully allow them time to rehearse</p> <p>Allow for times of silence</p> </div> </div>	



Response to the Word: – Prayer/Symbolic Action

Sing – children enjoy singing – chose music relevant to the time of the year

Actions, dance and drama – allows us to reflect on scripture and turn towards God in a prayerful response

Bidding prayers – Lord in your mercy, We pray to the Lord

Ritual action – usually using the senses



Mission and Dismissal:

How? What? Why?

What will you do to help those present take the message away with them prayer card, picture, symbol, action/deed etc.

Music or hymn to leave

What the children thought.....

