

Sacred Heart Catholic Primary School **Religious Education**



'The outcome of excellent Religious Education 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.'

(RE Curriculum Directory p.6)

RE is considered a core subject at Sacred Heart and is taught through individual RE lessons. It is also interwoven through the whole range of subjects taught throughout the school. As a Catholic School Religious Education is one of the core subjects alongside English, Maths and Science and each class dedicates 10% of the timetable to the teaching of RE throughout the week. We consider it vital for the children's religious and spiritual development that an appropriate amount of time is set aside each week for RE lessons. As Archbishop Vincent Nicholas stated

At the heart of the understanding of life lies God, its creator.

The R.E. Curriculum is based on the Curriculum Directory from the Bishop's Conference of England of Wales. RE planning aims for the development of knowledge and understanding of our faith and the ability to reflect on its meaning. Our planning follows the Liturgical Year, so the children learn about the Church's major feasts and celebrations, as well as the Sacraments, the Old and New Testament and the many aspects of prayer.

Throughout the entire curriculum the children are encouraged to reflect on how their faith should affect their actions in their everyday lives. Catholic social teaching is taught through every topic and has a high profile throughout the school.

As we live in a multicultural society we believe it is important that the children learn about and respect other beliefs. As the children journey through school, they will learn about Judaism, Islam, Sikhism, Buddhism and Hinduism through multi-faith weeks across the year.

At the heart of life at Sacred Heart, the school is guided by a values-based approach which is linked to Catholic teaching. The values of: compassion, kindness, respect, tolerance, patience, care, generosity, prayer, love and achievements, underpin life at the school.

Intent

At Sacred Heart, the core intent at the heart of our RE curriculum is to aspire all children to be confident in their faith and to provide children with quality teaching and learning that empowers them to reach their full potential.

We aim to develop the children's knowledge and understanding of their faith and to reflect on how their faith should affect their actions in their everyday lives. At Sacred Heart we aim to guide and foster the growth in faith of each child and to make RE lessons and worship special.

The content of our Religious Education comes from the Curriculum Directory, provided by the Bishops Conference of England and Wales.

Religious Education is taught mainly using the 'Come and See' scheme of work, making links to the Religious Education Curriculum Directory. However, to help with planning and ensuring the Curriculum Directory is accessible to the children, a range of planning tools is used in addition to the Come and See scheme of work including Margaret Carswell resources, CAFOD and any other relevant materials to ensure coverage and progression. This scheme of work has been developed to meet the needs of

children today in their faith journey and to enable them to grow in their religious literacy and understanding in a way that is coherent with current educational principles.

Each term the children cover three topics and a curriculum newsletter is sent to parents explaining what each child will be covering.

Implementation

The whole school studies the same broad topic at the same time with the RE Lead and class teachers ensuring that there is progression among the year groups. Each term the children will cover three topics matched to the liturgical calendar.

RE is taught through individual RE lessons but it is also interwoven through the whole range of subjects taught throughout the school by teachers who have good subject knowledge. They are also creative in adapting these plans to meet the needs and interests of their class and to ensure lessons are practical and well-resourced with religious artefacts and objects and have a diverse range of learning outcomes. For example, R.E lessons involve drama, art, research, debates, computing skills and food technology.

In R.E lessons, children engage with challenging questions about meaning and purpose in life and belief in God. They learn about how their faith should impact their daily life and how this should be reflected in how they treat others. Teachers are able to adjust their teaching to their pupils need by conducting pre-topic assessments. This allows them to target any gaps in their knowledge to ensure that they can reach the expected standard for their year group.

Teachers use the new assessment framework to plan for key skills, thus ensuring progression throughout the school.

At the heart of our classroom RE curriculum are our 'Big Questions'. These questions are used at the beginning and end of each topic and encourage the children to offer theories, work collaboratively, use reason and think critically.

The children experience the revelation of each topic which is explored in more detail through looking at scripture readings in the Bible linked to the topics.

Throughout the school the children are taught about other faiths and as they journey through the school they learn about Judaism, Islam, Sikhism, Buddhism and Hinduism during our Other Faiths weeks.

Each class has an RE focal area. The cloths match the Liturgical seasons and candles are used to focus thoughts and prayers during RE lessons and worship. Our prayer leaders lead class collective worship and are involved in the planning and delivery of the worship. The children also take part in whole school assemblies twice a week and lead spontaneous class prayers.

Impact

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In the most recent Section 48 inspection (March 2017) the school received a grade of good for the Classroom Religious Education and outstanding for Catholic Life.

RE is a core subject at Sacred Heart and the resources and time allocated to it reflect this. This dedication to RE ensures that the outcomes for the children are in line with the other core subjects.

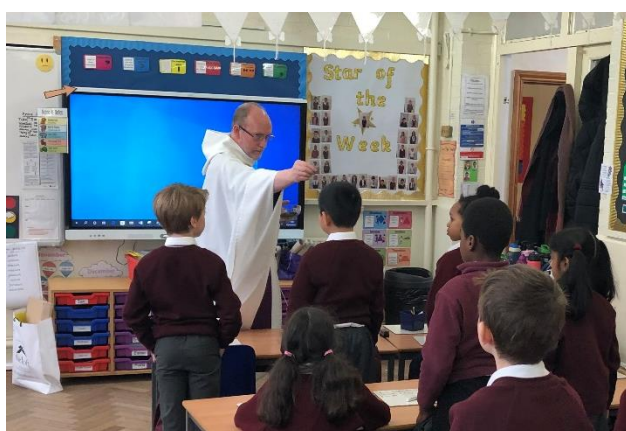
KS1 Data

Year	No in Cohort	WTS		EXS		GDS	
		No	%	No	%	No	%
2019	50	6	12%	36	72%	8	16%
2020	50	8	16%	42	84%		
2021	51	9	17.6%	42	82.4%		



KS2 Data

Year	No in Cohort	WTS		EXS		GDS	
		No	%	No	%	No	%
2019	115	21	18%	68	59%	26	23%
2020	109	22	20%	89	80%		
2021	103	20	19%	83	81%		



Due to lockdown disruption, the curriculum was not able to be taught in its entirety. The Upper Thames Deanery decided to not award any GDS as a result of this.

This status of RE lesson enables our children becoming religiously literate and enables them to have the tools to explore their own personal relationship with God. Time is given in lessons for the children to explore their own spiritual development throughout the different topics.

If you were to walk into R.E lessons at Sacred Heart, you would see:

- Sequential and coherent lessons that build on prior knowledge and inform future learning.
- Keywords or technical vocabulary displayed and made accessible for children.
- Children participating in meaningful discussion and debate about challenging questions in a safe and secure environment that respects and values all beliefs and viewpoints

- Children involved in a variety of engaging activities that enhance their learning and ability to express themselves in RE including: discussion, drama, art and writing
- Children putting their religious learning into real life contexts
- Teachers with confident subject knowledge helping children to overcome misconceptions
- Both teacher and children having time to spiritually reflect on their new learning
- A relevant display displaying key words and vocabulary to support the children through the current RE topic
- Scripture and church tradition being used to explain our Christianity has developed

Pupil Voice

Year 2:

- We learn about God and Jesus, and I like talking to my partner and sharing ideas.
- The Re display helps me to learning because it reminds us what we are learning about. The key words are helpful and the teacher explains things to us and asks lots of questions.
- Our big question is challenging
- My favourite part was learning about Judaism and making Challah bread

Year 3/4

- I enjoy learning about Jesus, how to be a good Christian and growing closer to God.
- I like learning about new things, especially new things about the church and how to be a better person
- The teachers help us to learn in in Re by answering questions, they are patient and they make use of videos to help us visualise the learning
- The activities and tasks can be quite challenging, as can being asked question and trying to link it to things we have learnt before
- Our favourite part is learning about how to be a good Christian and a better person
- Our favourite part is learning about the Bible and about Jesus from the Bible stories. My favourite story was when Jesus was in the desert being tempted by the devil.

Year 5/6

- I have enjoyed learning about all the different topics we have covers, especially learning aboOut all the different journeys people made e.g. Moses, Jesus, Mother Theresa and Fr Kolbe
- The teacher supports us in learning and the use of a WAGOLL helps to support us with our writing about the Bible
- Having lots of discussion and asking questions helps us to learn
- We find it challenging at the start of a topic when we have to answer the Big Question about the topic as they can really make you think
- Our favourite part of RE is when we have our world religions weeks because we get to learning about other people and their religion.
- Our favourite part of RE is hen we get to take part in the Holy Week Carousel. It helps us learn about Lent and the journey to Easter.

Section 48 (March 2017)

What should the school do to develop further in classroom religious education:

- Continue to develop the quality of teaching and learning in religious education across the school, particularly in relation to teachers' planning of intended learning outcomes so that pupils achieve in line with other core areas.
- Increase the proportion of pupils reaching the highest available levels in the diocesan attainment targets by developing the understanding of staff of what pupils are expected to achieve.
- Make explicit the links to the Religious Education Curriculum Directory in the scheme

What should the school do to develop further the Catholic Life of the school

- Expand the opportunities for pupils to become involved in planning and leading acts of worship.

Main Focus for RE in 2021 to 2022

- Review of pre and post topic assessments through the big question to focus at the beginning on what I already know and at the end, what I now know that I did not know before
- Further to COVID lockdown, to ensure that RE teaching remains creative with a continued strong focus on discussion, questioning, dram and the opportunity to articulate our ideas and learning
- Working with the Diocese to develop assessment tasks within RE to evidence Greater Depth standard
- Further develop pupils understanding of key concepts relating to the school: deepen understanding of Mission statement, deepen understanding of the meaning of the Sacred Heart of Jesus
- Raise the profile of Collective worship following impact of COVID and lockdowns on practice

Progression in Religious Education Example – AT1

	i) beliefs, teaching and sources	ii) celebration and ritual	iii) social and moral practices and way of life
1	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers
3	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs

Age Related Expectations in RE: Early Years

3-5			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Understanding ('learning about')	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. 						
		<ul style="list-style-type: none"> Sing songs; make music and dance to express religious stories 						
		<ul style="list-style-type: none"> Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. 						
		<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. 						
		<ul style="list-style-type: none"> Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used 						
		<ul style="list-style-type: none"> Read and understand simple sentences from scripture or from their own religious stories 						
		<ul style="list-style-type: none"> Share religious stories they have heard and read with others. 						
		<ul style="list-style-type: none"> Write simple sentences about religious stories using phrases or words which can be read by themselves and others. 						
		<ul style="list-style-type: none"> Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. 						
		<ul style="list-style-type: none"> Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. 						
Engagement and Response	Meaning and Purpose	<ul style="list-style-type: none"> Listen, talk about and role play how people behave in the local, national and universal church community. 						
		<ul style="list-style-type: none"> Listen and talk about key figures in the history of the People of God. 						
		<ul style="list-style-type: none"> Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play 						
		<ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development. 						
		<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. 						
		<ul style="list-style-type: none"> Show sensitivity to others' needs and feelings 						
		<ul style="list-style-type: none"> Talk about how they and others show feelings 						
		<ul style="list-style-type: none"> Confidently speak in a familiar group and talk about their ideas. 						
		<ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs. 						
		<ul style="list-style-type: none"> Give their attention to what others say and respond appropriately 						
Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Talk about their own and others' behaviour and its consequences 						
		<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. 						
		<ul style="list-style-type: none"> Know that other children don't always enjoy and share the same feelings and are sensitive to this 						
		Construct Arguments						
		Make Judgements						
Recognise Diversity	Analyse and Deconstruct							

Age Related Expectations in RE: Key Stage 1

		5-7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	Recognise religious stories						
		Retell, in any form, a narrative that corresponds to the scripture source used						
		Recognise religious beliefs						
		Describe religious beliefs.						
		Recognise that people act in a particular way because of their beliefs						
		Describe some of the actions and choices of believers that arise because of their belief						
		Recognise key figures in the history of the People of God						
		Describe the life and work of some key figures in the history of the People of God						
		Recognise key people in the local, national and universal Church						
		Describe different roles of some people in the local, national and universal Church						
Knowledge and Understanding ('learning about')	Making Links and Connections	Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.						
		Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.						
		Historical Development						
		Religious/Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 					
Engagement and Response	Meaning and Purpose	<ul style="list-style-type: none"> Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer Say what they wonder about 						
		Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them 					
			<ul style="list-style-type: none"> 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						

Age Related Expectations in RE: Lower Key Stage 2

7-9			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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. 						
		<ul style="list-style-type: none"> Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs 						
		<ul style="list-style-type: none"> the life and work of key figures in the history of the People of God 						
		<ul style="list-style-type: none"> different roles of people in the local, national and universal Church 						
		<ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs 						
Making Links and Connections	<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 							
	Historical Development							
Religious/pecialist Vocabulary	Use a range of religious vocabulary							
Engagement and	Meaning and Purpose	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	Make links to show how feelings and beliefs affect their behaviour and that of others						
Analysis and Evaluation	Use of Sources as Evidence	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							

Age related standards in RE: Upper Key Stage 2

		9-11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Understanding ('learning about')	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. 						
		<ul style="list-style-type: none"> Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs 						
		<ul style="list-style-type: none"> the life and work of key figures in the history of the People of God 						
		<ul style="list-style-type: none"> what it means to belong to a church community 						
		<ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments 						
		<ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs 						
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 and Specialist Vocabulary	Use religious vocabulary widely, accurately and appropriately							
Engagement and Response Learning	Meaning and Purpose	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	Show understanding of how own and other's decisions are informed by beliefs and moral values						
Analysis and Evaluation	Use of Sources as Evidence	Use sources to support a point of view						
	Construct Arguments	Express a point of view and give reasons for it						
	Make Judgements	Arrive at judgements						
	Recognise Diversity	Recognise difference, comparing and contrasting different points of view.						
	Analyse and Deconstruct							