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| Shape  Description automatically generated | sT mARY’S CATHOLIC PRIMARY SCHOOL  PROGRESSION IN Concepts AND KNOWLEDGE  RELIGIOUS EDUCATION |

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| Intent  Why do we teach this? Why do we teach it the way we do? Religious Education (RE) is the heart of all we do as a Catholic school and permeates through every aspect of the curriculum and school life. We aim to provide the very best Catholic education for our pupils. St Mary’s Catholic Primary School is a learning community underpinned by a Catholic ethos based upon Gospel values. We aim to celebrate the uniqueness of every child, enabling each to reach his or her potential spiritually, morally, academically and socially. We striveto achieve this aim through the everyday routine /general and prayer life of the school, as well as Religious Education and to achieve high standards and encourage pupils to make the most of the opportunities we offer them. In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development will be threaded through every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in prayer and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.  The Aims of Religious Education:  To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;  to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;  to present an authentic vision of the Church’s moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;  to raise pupils’ awareness of the faith and traditions of other religious communities in order to respect and understand them;  to develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;  to stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;  to enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;  to bring clarity to the relationship between faith and life, and between faith and culture.  Implementation    We ensure that a minimum of 10% of Curriculum time is allocated for RE teaching across all key stages. The requirements of the RE curriculum are met through the scheme ‘The Way the Truth and The Life’ which in turn meets the requirements of the Religious Education Curriculum Directory set out by the Bishop’s Conference of England & Wales. The scheme provides the basis for teaching the doctrines of the Catholic Church. We ensure that this programme of study is enriched with a variety of activities that include drama, history, geography, art and ICT.   We recognise that the school has a special part to play in supporting parents who strive to develop a lasting faith commitment within their child. Together we guide them to a meaningful relationship with God, with Jesus, the Word of God, and with the Holy Spirit, who guides our every action.    In school, we do this in three main ways;   * by creating an atmosphere which pervades the whole life of the school, where the unique value of each person is recognised and respected. The most powerful agent in this process is the example of Christian behaviour and attitudes shown by all members of staff through their actions and words, and in the relationships they foster. * by creating a structured liturgy appropriate to the age and ability of the children. In partnership with our parish priest, opportunities are created for prayer and worship closely matching the liturgical calendar. School Masses, assemblies and services are all important elements in our liturgy. * by delivering a planned programme of Religious Education.     The children explore the religious dimensions of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils’ own experiences and with the other faith traditions.    We proudly proclaim our faith and invite all to join us on our journey, but we welcome children and families of other faiths to our community, and we learn about other faiths and cultures.    Curriculum Overview   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | Nursery | God’s Wonderful World | My Family | The Holy Family | Good Friends | New Life | Our Church Family | | Reception | God’s World | God’s Family | Getting to Know Jesus | Sorrow and Joy | New Life | Our Church Family | | Year 1 | God’s Great Plan | Mary, Our Mother | Families and Celebrations | Following Jesus | The Resurrection | Miracles | | Year 2 | Chosen People | Mysteries | The Good News | The Mass | Eastertide | The Church is Born | | Year 3 | Christian Family | Mary, Mother of God | Sacrament of Reconciliation | Celebrating the Mass | Celebrating Easter and Pentecost | Being a Christian | | Year 4 | The Bible | Trust in God | Jesus the Teacher | Jesus the Saviour | Early Christians | The Church | | Year 5 | Creation | Creation | God’s Covenants | Inspirational People | Reconciliation | Life in the Risen Jesus | | Year 6 | The Kingdom of God | Justice | Exploring the Mass | Jesus the Messiah | The Transforming Spirit | Called to Serve |       Years 1- 6 use the RE level descriptors from the Bishops’ conference to assess the attainment of the children and their progress is tracked on a termly basis. Teachers also highlight ‘statements’ which reflect the children’s learning across a unit on the front cover. The Foundation Stage use the assessment profile to assess. Children are assessed on their individual, group, and oral work through each topic. This enables both class teachers and the subject leader to monitor coverage and identify progress made throughout the pupils’ time at school.  Curriculum Impact  What will this look like?  By the time children leave St Mary’s Catholic Primary School children will:   * Live out the Gospel values and virtues such as love, peace, courage, honesty, forgiveness, and justice. * Have a deeper appreciation of their faith and fulfil their God-given talents. * Have respect for themselves and others. * Be well prepared for the next stage of their education as confident and enthusiastic learners * Produce good quality work which they are proud of. * Achieve consistently well in all areas of Religious Education and make good progress. * Be happy, well rounded individuals who have developed a deep-rooted relationship with God and understanding of their Catholic faith. * Be ambassadors for Christ who are ready to go out into the world and proclaim the values of the Gospel confidently, building the Kingdom of God through compassion, justice, love and forgiveness in their relationship with others. * Understand that they are part of the family of God and know how they can play their part in this Global family united by Christ.     We hope that as children move on and further their education and learning that they continue to access fundamental skills including:   * Having thought about their own spiritual development. * Being trusted when interacting and working with others. * Increased resilience to continue trying and improving through a process of * self-reflection. * An inquisitive nature to ask questions to explore their own beliefs. * Being valued both individually and as part of a team. * A sense of exceptional achievement. |

YEAR ONE

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| UNIT 1.1. GOD’S GREAT PLAN  CREATION GOD STEWARDSHIP | UNIT 1.2. MARY OUR MOTHER  INCARNATION LITURGICAL YEAR | UNIT 1.3. FAMILIES AND CELEBRATIONS CHURCH |
| UNIT 1.4 FOLLOWING JESUS DISCIPLESHIP | UNIT 1.5 RESURRECTION  SALVATION LITURGICAL YEAR | UNIT 1.6 MIRACLES GOSPEL |

YEAR TWO

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| UNIT 2.1 CHOSEN PEOPLE PEOPLE OF GOD | UNIT 2.2 MYSTERIES / THE MYSTERY OF GOD  GOD (TRINITY) INCARNATION LITURGICAL YEAR | UNIT 2.3 GOOD NEWS GOSPEL |
| 2.4. THE MASS  REVELATION SACRAMENT | 2.5. EASTERTIDE  SALVATION HOLY SPIRIT LITURGICAL YEAR | 2.6 THE CHURCH IS BORN / THE FIRST CHRISTIANS  CHURCH HOLY SPIRIT VIRTUES |

YEAR THREE

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| UNIT 3.1 THE CHRISTIAN FAMILY  CHURCH SACRAMENT | UNIT 3.2 MARY OUR MOTHER  INCARNATION LITURGICAL YEAR | UNIT 3.3 JESUS THE TEACHER (4.3)  GOSPEL MISSION |
| UNIT 3.4 CALLED TO CHANGE / RECONCILIATION  REDEMPTION SACRAMENT  LITURGICAL YEAR: LENT / HOLY WEEK | UNIT 3.5 CELEBRATING EASTER & PENTECOST  REDEMPTION LITURGICAL YEAR | 3.6 BEING A CHRISTIAN  DISCIPLESHIP CHURCH |

YEAR FOUR

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| 4.1 THE BIBLE  REVELATION COVENANT | 4.2 TRUST IN GOD  COVENANT INCARNATION LITURGICAL YEAR | 4.3 CELEBRATING THE MASS (3.4) SACRAMENT |
| 4.4 JESUS THE SAVIOUR  SALVATION REDEMPTION LITURGICAL YEAR | 4.5 THE EARLY CHRISTIANS  MISSION CHURCH | 4.6 THE CHURCH CHURCH |

YEAR FIVE

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| 5.1 GIFTS FROM GOD / CREATION  CREATION SIN  STEWARDSHIP | 5.2 THE COMMANDMENTS / GOD’S COVENANTS  COVENANT INCARNATION | 5.3 INSPIRATIONAL PEOPLE DISCIPLESHIP |
| 5.4 RECONCILIATION  REDEMPTION SACRAMENT LITURGICAL YEAR | 5.5 LIFE IN THE RISEN LORD  REDEMPTION HOLY SPIRIT PRAYER LITURGICAL YEAR | 5.6 WORK OF THE APOSTLES / THE TRANSFORMING SPIRIT  HOLY SPIRIT DISCIPLESHIP CHURCH |

YEAR SIX

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| 6.1 THE KINGDOM OF GOD KINGDOM OF GOD | 6.2 JUSTICE  JUSTICE INCARNATION LITURGICAL YEAR | 6.3 JESUS, THE BREAD OF LIFE / EXPLORING THE MASS  REDEMPTION SACRAMENT |
| 6.4 JESUS, THE SON OF GOD / JESUS THE MESSIAH  SALVATION LITURGICAL YEAR | 6.5 CALLED TO SERVE  SERVICE SACRAMENT HOLY SPIRIT | 6.6 FAITH IN ACTION  HUMAN DIGNITY CHURCH SOLIDARITY |

KEY STAGE ONE EXPECTATIONS: END OF YEAR ONE

*Pupils will be able to:*

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

KEY STAGE ONE EXPECTATIONS: END OF YEAR TWO

*Pupils will be able to:*

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

RELIGIOUS EDUCATION

LOWER KEY STAGE TWO EXPECTATIONS: END OF YEAR THREE

*Pupils will be able to:*

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

LOWER KEY STAGE TWO EXPECTATIONS: END OF YEAR FOUR

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

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR FIVE

*Pupils will be able to:*

* Show knowledge of a range of scripture passages *e.g. Creation and Fall, Abraham, Moses and the Ten Commandments, the Old Testament prophets, the Beatitudes, stories about forgiveness, Holy Week, texts on prayer, the first Christians* and show some understanding of the concepts and beliefs they contain.
* Show knowledge and some understanding of the meaning of a range of religious beliefs *e.g. creation, sin, stewardship, covenant, the Incarnation, the call to sainthood, the importance of forgiveness and reconciliation, the Resurrection, the importance and effect of prayer.*
* Show knowledge of the life and work of key figures *e.g. St. Paul, St. Francis, St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, St. Damien de Veuster* and show some understanding of their life and work.
* Show some understanding of what it means to belong to the church community *e.g. the commitment necessary of a follower of Jesus*, *the importance and effect of prayer.*
* Show knowledge and some understanding of the meaning of religious signs and the steps involved in the Sacrament of Reconciliation.
* Show knowledge of the actions and decisions of believers and some understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. Abraham and Moses and their call from God, St. Josephine Bakhita, St. Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster, Saul and St. Paul and pupils themselves.*
* Show some understanding of beliefs by making links with sources *e.g. Sin and suffering in the world and the Fall in Genesis, beliefs about God, the Incarnation and the Old Testament prophets, discipleship and scripture sources, reconciliation and the Lost Son, God as loving and forgiving and scripture sources, reconciliation and sources from the life of Jesus, our redemption from sin and the Resurrection*.
* Show some understanding of beliefs by making links with their expression in worship *e.g. the Holy Spirit’s presence among us and its expression in religious signs and actions*, *Jesus’ teaching on prayer and its place in Christian worship*.
* Show some understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Ten Commandments, the virtues, the Beatitudes, reconciliation, discipleship*.
* Use religious vocabulary widely, accurately and appropriately
* Compare their own and other peoples’ responses to questions of meaning and purpose *e.g. why people suffer, use of own gifts, God’s choice of people, the Incarnation, who is inspirational?, the consequences of actions, discipleship*
* Use sources to support a point of view *e.g. passages from the creation story; that someone is inspirational, passages on forgiveness and reconciliation*
* Express a point of view and give a reason for it *e.g. discipleship*
* Begin to arrive at judgements *e.g. why someone is inspirational*

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR SIX

*Pupils will be able to:*

* Show knowledge of a range of scripture passages *e.g. parables, miracles, Old Testament prophets, Annunciation, Visitation, Nativity of Jesus, Exodus (Passover), Holy Week texts, Pentecost text, Genesis (made in God’s image, creation of man), Body of Christ*, and show understanding of the concepts and beliefs they contain.
* Show knowledge and understanding of the meaning of a range of religious beliefs *e.g. Kingdom of God, Justice, Incarnation, Covenant, Sacrament, Eucharist, Confirmation, titles used of Jesus (King, Messiah, Son of God), Dignity, Service, Solidarity, Mercy, the Church as the Body of Christ.*
* Show knowledge of the life and work of key figures *e.g. St. Therese of Lisieux, Elijah, St. John the Baptist, Oscar Romero, Dorothy Day, Martin Luther King* and show an understanding of their life and work.
* Show understanding of what it means to belong to the church community *e.g. Christians are called to work for justice, the impact of the Eucharist on action in the world, use of gifts and talents in the service of others, commitment to worship and sacraments, performing the works of mercy.*
* Show knowledge and understanding of the meaning of religious signs and the steps involved in the Sacrament of the Eucharist and Confirmation.
* Show knowledge of the actions and decisions of believers (and themselves) and understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. beliefs about the Kingdom of God, Justice, Gifts of the Holy Spirit, Dignity, Equality, Solidarity.*
* Show understanding of beliefs by making links with sources *e.g. Kingdom of God and parables and miracles, justice and texts from the prophets, Incarnation and the Annunciation, Visitation and Nativity, Self-giving sacrifice (Last Supper) and the Passover, Son of God / Messiah and scripture passages, Nature of discipleship and texts about the call and life of the disciples, Human dignity and texts from Genesis (made in God’s image).*
* Show understanding of beliefs by making links with their expression in worship *e.g. beliefs expressed in different parts of the Mass, beliefs expressed in worship during Holy Week (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday), beliefs about the effect of the Holy Spirit and Confirmation.*
* Show understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Kingdom of God and applying St. Theresa’s ‘Little Way, Justice, the Eucharist’s impact on action, Service of others, putting belief in human dignity and equality in action.*
* Use religious vocabulary widely, accurately and appropriately.
* Compare their own and other peoples’ responses to questions of meaning and purpose *e.g. the Kingdom of God, the Eucharist and the Mass, whether miracles happen or not, belonging to communities including the Church.*
* Use sources to support a point of view *e.g. Kingdom of God, Incarnation (what kind of king is Jesus?), discipleship and service.*
* Express a point of view and give reasons for it *e.g. the Kingdom of God, Incarnation, Eucharist and the Mass, whether miracles happen, inequality.* Recognise difference, comparing and contrasting different points of view *e.g. justice, whether the Trial of Jesus was a fair trial, different views about the Messiah, whether miracles happen, views about inequality.*
* Arrive at judgements *e.g. on miracles, on what’s more important i.e. heaven or justice and peace in the world.*