

RE Curriculum Rationale

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. This encompasses every dimension of the child: spiritual, moral, social, academic, physical and artistic. Our vision is that children will learn to be good citizens of the world, enriching society through a positive contribution to their community and beyond. Our curriculum is the vehicle through which we support and nurture children to achieve this potential. We believe that knowledge empowers and enables children to feel and be successful, and that this is the entitlement of every child.

INTENT



Alignment to National Curriculum

As a faith school, we follow the Come and See programme of Catholic Education, as recommended by Catholic Bishops of England and Wales. We intend a religious education that covers all aspects of Catholic education and introduces children to other faiths.

These are the themes as explained by the Come and See programme:

Autumn: Family & Domestic Church, Belonging & Baptism/Confirmation, and Loving & Advent/Christmas

Spring: Community & Local Church, Relating & Eucharist, and Giving & Lent/Easter.

Summer: Serving & Pentecost, Inter-Relating & Reconciliation, and World & Universal Church.

In addition, we recognise the responsibility of living in a multi-faith and multicultural society and aim to introduce children to other world faiths and practices with an attitude of mutual respect and tolerance.



End Points

We use the Interim Age-Related Standards in Religious Education approved for use in Catholic Schools by The Department of Catholic Education and Formation of The Catholic Bishops' Conference of England and Wales. These aim to develop a range of skills over the course of primary school in the areas of Knowledge & Understanding ('learning about'), Engagement & Response ('learning from'), and moving towards Analysis & Evaluation by the end of Year 6. These link directly to the Age-Related Standards used at Secondary level.



Sequencing

The Age-Related Standards further break down the skills which we will develop in each area. Under Developing Knowledge and Understanding, this includes Making Links and Connections, understanding the Historical Development of religions, and accurately using Religious and Specialist Vocabulary.

Engaging and responding seeks to build children's ability to ask and response to questions, and make comparisons, aiming to develop their ability to find Meaning and Purpose in religious texts and understanding of their and others' Beliefs and Values.

IMPLEMENTATION



Pedagogical Approaches

The pedagogical approaches to the teaching of RE in the school are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being:

- Teachers ensuring that pupils see the 'purpose' of each lesson and the content in relation to their lives
- Deliberate and intentional retrieval of previous knowledge to build on previous learning
- Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils
- Exceptionally positive relationships in school that create the conditions conducive to effective learning
- High levels of subject knowledge
- Making reference to the school rules, values, and the class purpose and culture when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential



Teachers' Expert Knowledge

Teachers are given regular opportunities to access CPD at school and through the local Diocesan centre. In addition, the Subject Leader provides regular updates to staff about upcoming events and developments within Catholic religious teaching.

Many of the elements of the wider curriculum, and indeed the school's approach to behaviour and relationships, is underpinned by the very latest best practice and research in relation to developing a positive climate for learning, and the very latest developments and research in child psychology. The culture of the school is one which promotes openness and honesty in relation to proactively seeking support for any gaps in subject knowledge; this may be reflected in professional development meeting content, and discussions between colleagues.



Promoting Discussion and Understanding

As a school, we use the themes of Come and See to ensure the children have the skills needed to achieve as they progress through school. The themes remain the same for each year, with skills being built from year to year.

We explore the themes of Church, Sacrament and Christian Living, looking in greater depth each year. Each term's topics seek to make links between:
Community of faith and Church.
Celebration in ritual and Sacraments.
Way of life and Christian Living.

This is achieved through an inquiry-based approach to RE, with pupils being given regular opportunities to explore and

IMPACT



Approach to Assessment

All assessment is linked to the skills referenced in the Interim Age-Related Standards in Religious Education. This is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills with reference to 'I can' statements based on the Interim Age-Related Standards in Religious Education. Degree of mastery of these skills will be recorded on Educater and used to inform teacher judgment on a termly basis.

Task design is intentionally open in order for children to demonstrate their level of depth.



Performance Data

At the end of each year, data is shared with the Diocese of Hallam. Teachers will report termly outcomes on Educater based on the learning they see in class and the evidence in children's books. This will be as a final judgement, rather than individual learning indicators. Teachers have reference to the Interim Age-Related Standards in Religious Education when making decisions about children's depth of knowledge, understanding and skills.



Pupils' Work

It is expected that tasks are designed with reference to the skills referenced in the Interim Age-Related Standards in Religious Education, to give children opportunities to display and build these skills. Throughout a unit, there should be opportunities to develop skills in all areas and reflect on an open enquiry question, producing an extended piece of writing in response.

Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing or a mixture of these.

Under Analysis and Evaluation, children are asked to Use of Sources as Evidence to support a point of view, Construct Arguments, Make Judgements, Recognise Diversity, and Analyse and Deconstruct.

Religious education will be taught discretely and developmentally. It will include the deepening of knowledge and understanding of key theological ideas and their application to life. These key ideas are revisited in greater depth each year.

Sacramental knowledge progresses from Baptism in Early Years and Key Stage 1, to Confirmation, Marriage and Ordination in Key Stage 2.

We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teacher, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these.

The school is a faith school and serves the local Catholic community. We are aware that we have children in our school from different faiths and backgrounds, and that we have a duty to ensure all children are brought up with knowledge and understanding of other cultures and faiths. As such, children are introduced to other world faiths and other Christian denominations, including trips to local places of worship.



Addressing Social Disadvantage



Local Context

discuss theological and philosophical questions at an age-appropriate level, and to promote knowledge, awareness and tolerance of other faiths.

Teachers use their strong knowledge of the progression in the Age-Related Standards in order to ask questions which lead children to develop the skills we intend to promote.



Knowing More and Remembering More



Teacher Assessment

Our enquiry-based approach frames units around a big question linked to the theme. Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding.

Teachers assess formatively and summatively in each lesson according to the Interim Standards agreed for use in the Diocese of Hallam. Task design allows children to demonstrate their progress towards each Standard.

In we school, we use the Educater software to keep track of children's progress against the standards, having three data points, one at the end of each school term.



Talking to Pupils

There is an expectation that the learning in RE is evidenced in books at an age-appropriate level.

The subject leader will dedicate time weekly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform teaching.

Links / References

Catholic Education Service, Age-Related Standards in Religious Education approved for use in Catholic Schools by The Department of Catholic Education and Formation of The Catholic Bishops' Conference of England and Wales.