

# St. Peter's Catholic Primary School, Gloucester

## RE Curriculum IMPLEMENTATION Statement

RE at ST Peter's is taught individually but plays a central role in all areas of school life. Children follow the RE Curriculum using the updated version of the 'God Matters' scheme of work. Every class follows the topics of Creation, Prayers, Saints and Feasts, Advent, Christmas, Revelation, Lent, Holy Week, Easter, Pentecost and Sacraments with the EYFS following the Diocesan scheme of work.

The Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive RE curriculum that maps out the knowledge and skills that we want our children to learn and experience in RE.

The EYFS curriculum is the start of every child's journey to becoming a leader of faith. There are seven areas of learning and development within the EYFS curriculum. Three of these are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a leader of faith etc include:

### Standards for Ages 3-5

By the end of age phase, pupils will be able to:

Skill areas	3-5	
AT1: Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Sing songs, make music and dance to express religious stories.</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>Read and understand simple sentences from scripture or from their own religious stories</li> <li>Share religious stories they have heard and read with others.</li> <li>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories.</li> <li>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>Listen and talk about key figures in the history of the People of God.</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>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.</li> </ul>
	Making Links and Connections	
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>
AT2: Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

Children from years 1 to 6 are assessed at the end of every unit apart from Christmas. Assessment will be based upon a child's ability to learn about Religion (AT1), a child's ability to learn from Religion (AT2) and a child's ability to analyse and evaluate (AT3 – KS2 only). We use assessment to check pupils' understanding of what the RE curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching

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### Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

Skill areas	5-7	7-9	9-11	
AT1: Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:                             <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
AT2: Engagement and Response (Learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>
Analyse and Deconstruct				

RE is a core subject and RE teaching makes up 10% of the Curriculum time. Within their classrooms, children experience a range of teaching methods and provision is made for prayer and celebration. This also links with other aspects of Liturgical Prayer, which includes Masses and assemblies. Skills are built on year on year and sequenced appropriately throughout the school and lessons are planned using this document. Monitoring occurs regularly by the Curriculum Leads.

Our RE curriculum is designed to:

- revisit and build upon prior learning within RE and to make links across all subjects retrieval opportunities, such as low stakes quizzes, are planned to enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in RE

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching.

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In implementing the RE curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, <i>Laudato Si</i> , 2016).						
Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.						
It is our intention that the St. Peter's Curriculum will:						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities	Responsible citizens: Local, National International Fund raising	Inclusion: SEND Disadvantaged Other Cultures and beliefs	Think deeply: mastery and enquiry questions Successful learners: lifelong learners Aspirations Growth mindset RP	Retrieval Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement Oracy and reading Cultural capital
Faith	Global challenges: Laudato Si & Fratelli Tutti	Gospel message CST – social justice and help those in need	Confident individuals: Self-regulation Metacognitive strategies			
RE curriculum			Role models			
Disadvantaged (incl SEND and PP)						

The RE curriculum is implemented following the RE coverage document and progression is detailed in the RE skills progression document.

Vocabulary development in RE is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in RE but across the whole curriculum. Our RE vocabulary progression document shows how we actively develop vocabulary in RE.

We also incorporate Catholic Social Teachings, in order to consolidate Pope Francis' encyclical – Fratelli Tutti. It is important for our pupils to have an understanding of their rights and responsibilities both to themselves and the Common Good. This will also allow them to develop a sense of identity, find their place in the world, and make positive contributions to society. Children are encouraged to be resilient and develop the knowledge needed to keep themselves and others safe, make well-informed decisions using their learning as a moral compass, be respectful and tolerant, and uphold the British Values and the Values of the Gospel.

Cultural capital will be developed through learning about important people and places in the Catholic faith, including Saints and the Clergy as well as significant people and places from other faiths.

Finally, we use assessment to check pupils' understanding of what the RE curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.