



St. Mary's Catholic Voluntary Academy Primary School

Religious Education –Best Practice



Skills

All skills should be applied in an age appropriate way

Year group	Primary	Secondary
EYFS = Y1 -	Recognise Identify, name or label something or someone previously seen, heard or encountered.	To appreciate the significance of something.
EYFS + Y1 =	Retell Tell a religious story again in any form.	
Y1 + Y2 = Y3 -	Describe Give an accurate account in any form of the role of a person, a religious rite or symbol.	
Y2 + Y3 = Y4 -	Give reasons Why? Give an accurate account in any form of the role of a person, a religious rite or symbol. And say why	
Y3 + Y4 = Y5 -	Make links/connections Show the relationship between a variety of sources as evidence to inform knowledge and understanding.	The ability to show the relationship between the different areas of study and the ways they influence each other.
Y4 + Y5 = Y6 -	Understand Correctly perceive the meaning of beliefs, practices and sources actions and the links between them.	Interpret the significance and implications of beliefs, practices, sources and the causal connections between them.
Y5 + Y6 =	Explain Make something clear and easy to understand by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context.	
Y6+	Construct arguments Present a logical chain of reasoning, supported by appropriate knowledge, understanding and evidence in support of a particular position or point of view.	
Y6+	Make reasoned judgements To synthesise, evaluate and weigh the relative strength and weaknesses of arguments and evidence to arrive at a logical and justified conclusion.	

EYFS

Why am I precious?

Explore	Q: What is my name and why is it important? R: I can say my name and why names are important.
LF1 and LF2	Q: How does God show He loves each and every person? R: I can talk about how God and others love me after listening to the psalm.
LF3 and LF4	Q: How do I know I am loved by my family and God? R: I can talk about how love is shown by God and my family
LF5 and LF6	Q: In what ways can I describe how people are loved and how can I show this to others? R: I can reflect on my learning and how God loves me.

Key Stage One

Why do we have a family and who is my family?

Explore and Reveal	Q: How do different families show love and care for each other? R: I can talk about my experiences and feelings about the roles and people within families.
LF1 and LF2	Q: What stories tell us that God loves us? R: I can recognise the stories and psalms which reveal God's love and care.
LF3 and LF4	Q: What can we learn about God's love from the Bible and how He takes care of everyone? R: I can talk about
LF5 and LF6	Q: How is my family like Jesus' and why do I know that God loves and cares for me too? R: I can reflect upon some things I wonder about families and listen to others' points of view.

End of Year Expectations:		
AT1	AT2	AT3
<ul style="list-style-type: none"> The pupil is able to recognise some key elements of religious stories and the people in them. Make links Children are also beginning to recognise major religious signs and symbols and use some religious words and phrases. Give reasons The children are able to recognise that people act in a certain way because of their religion. Live it out 	<ul style="list-style-type: none"> The child is able to talk about many of the things that they have done and how these made them feel. The children can also reflect upon some things they wonder about and talk about these. 	<ul style="list-style-type: none"> Listen to a point of view. Wonder and Talk about some prayers and hymns.
WTS	EXP	EXC

Key Stage Two

Do people have to earn love?

Explore	Q: Why do our beliefs and values affect our love and care for each other? R: I can show understanding and express different ways in which we show love and care for each other.
LF1 and LF2	Q: How do we know God loves and cares for his people even in difficult times and that His love is unconditional? R: I can explain and describe why God loves and cares for us unconditionally.
LF3 and LF4	Q: What is unconditional love and why is it an essential part of forgiveness? R: I can make links to my own life to explain what unconditional love is and describe why it is part of forgiving others
LF5 and LF6	Q: How do we know that we are loved, can grow in love and that God never stops loving us? R: I can express my own opinion on ways in which we love and are loved by God, making links to scripture.

End of Year Expectations:		
AT1	AT2	AT3
<p>AT1 The pupil can</p> <ol style="list-style-type: none"> securely make links between major religious stories and people they have shared/learned about and beliefs and begin to describe them to show understanding. use a developing religious vocabulary to give reasons for major religious actions (symbols, within different liturgies). give religious reasons for major actions by believers and begin to show how these shape believers' lives. 	<p>AT2 The pupil can ...</p> <ol style="list-style-type: none"> make major links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. compare major of their own & other people's ideas about questions that are difficult to answer. The pupil begin to engage in discussion about questions of life in light of religious teaching. 	<p>AT3 The pupil can ...</p> <ol style="list-style-type: none"> express a point of view and give many reasons for it. make a link to many sources that support a point of view. begin to arrive at judgements.
WTS	EXP	GDS

Examples of topic introductory pages which display each learning focus, AT1, AT2 and AT3 across the primary religious education programme.

These are used as an outline for children to see the learning focus journey throughout the topic clearly, through a questioning and responses.

AT1 - Learning about religion

Year Group	Expectations	Driver words
EYFS	<ul style="list-style-type: none"> • The pupil is able to recognise some key elements of religious stories and the people in them • Children are also beginning to recognise many religious signs and symbols and use some religious words and phrases • The children are able to recognise that people act in a certain way because of their religion 	Make links Give Reasons Live it out
Year 1 – 2	<ul style="list-style-type: none"> • The pupil is able to recognise some key elements of religious stories and the people in them. • Children are also beginning to recognise many religious signs and symbols and use some religious words and phrases • The children are able to recognise that people act in a certain way because of their religion 	Make links Give reasons Live it out
Year 3 – 4	<ul style="list-style-type: none"> • The pupil can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs • Describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these • Describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions 	Retell Link to religious beliefs Describe Give examples
Year 5 – 6	<ul style="list-style-type: none"> • The pupil can securely make links between most religious stories and people and people they have shared/learnt about and beliefs and begin to describe them to show understanding • Use a developing religious vocabulary to give reasons for most religious actions and symbols within different liturgies. • Give religious reasons for most actions by believers and begin to show how they shape believers' lives 	Make links Describe Show understanding Give reasons Give religious reasons Show how

AT2 - Learning from religion

Year Group	Expectations
EYFS	<ul style="list-style-type: none"> • The child is able to talk about many of the things that they have done and how these made them feel. <ul style="list-style-type: none"> • The children can also reflect upon some things they wonder about and talk about these.
Year 1 – 2	<ul style="list-style-type: none"> • The child is able to talk about many things that they have done and how these made them feel. <ul style="list-style-type: none"> • The children can also reflect upon some things they wonder about and talk about these
Year 3 – 4	<ul style="list-style-type: none"> • The child can share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviours are influenced by what they feel or believe. • Speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers and can also compare some of their own and other people's ideas about such questions.
Year 5 – 6	<ul style="list-style-type: none"> • The child can make many links to show how feelings and beliefs affect their behaviour and that of others and begin to show how own and others' decisions are informed by beliefs and values • Compare most of their own and other people's ideas about questions that are difficult to answer. The child begins to engage in discussion about questions of life, in light of religious teaching.

AT3

Year Group	Expectations
EYFS	<ul style="list-style-type: none">• The child can listen to a point of view• Wonder and talk about some prayers and hymns
Year 1 – 2	<ul style="list-style-type: none">• The child can listen to a point of view• Wonder and talk about some prayers and hymns
Year 3 – 4	<ul style="list-style-type: none">• The pupil can express a point of view and begin to give reasons for it<ul style="list-style-type: none">• Make a link to a source that supports a point of view<ul style="list-style-type: none">• Begin to express a preference
Year 5 – 6	<ul style="list-style-type: none">• The pupil can express a point of view and begin to give reasons for it<ul style="list-style-type: none">• Make a link to a source that supports a point of view<ul style="list-style-type: none">• Begin to express a preference

Teaching Lessons in Religious Education

Focal Point

All RE lessons require a focal point. This must include a piece of cloth, a candle, the Bible, a crucifix and any other artefacts that you may think will enhance the focus of learning and stillness.

Examples being: rosary beads, a plant/flowers/ images/artefacts

Quiet, reflective music to be played or a gathering song sung.

Starters

- Wherever possible, children to be seated around the focal point and use this time for stillness and reflection (not a long time but enough time to instill calmness and a sense of peace)
- For older pupils, children may start with their prayer journals as quiet music is played.

Suggestions for starter activities:

A powerful image that provokes deeper thinking;

A powerful question linked to a piece of news/image (i.e. What would Jesus do?);

A starter song with actions;

Prayer journaling; (perhaps with the lights off and a tea light on each table)

Quiet meditation...Imagine they are walking with Jesus... Imagine if Jesus comes to you and asks you to follow him
(not all these require pupils to respond)

Be CREATIVE!!!!

Scripture Links- Progression

Scripture:

FS1 and FS2: Listen to stories from the Bible and know that the Bible is a special book

Year 1: Handle the bible and discuss the contents; listening to extracts from the Bible

Year 2: The difference between the Old and New Testament is a key skill that needs to be taught

Year 3: identify the four gospels and that they are part of the New Testament and linked to Jesus' life

Year 4: Identify Chapter and verse and read and reflect on scripture

Year 5 and Year 6: Compare differences between the Gospel writers and reflect on these in our own lives

These starters should last no longer than 10 minutes before the lesson starts.

A few suggestions for activities:

- Hot seating a disciple (Judas, Simon Peter etc)
- Comparing scripture
- Writing questions to a significant person from the Bible
- Time slip writing...imagine they are a disciple/member of the public/Mary Magdelene during Pentecost, resurrection, crucifixion
- Diary entries
- Debate...have opposing views to a particular theme. i.e. God sending the great flood, Simon Peter denying Jesus, The crowds shouting to crucify Jesus etc
- You Tube clips to show empathy and develop a sense of being there

Links to websites:

Useful websites for images and worship:

www.beinspirational.co.uk

<http://www.cafod.org.uk/Education>

<http://www.comeandseere.co.uk/>

http://www.grasshopper-hosting.co.uk/Diocese/oo_Start/index-VNew.html

Religious Education is taught for 10% of the curriculum time and the scheme the school follows is Come and See. However, it is expected that teachers use this scheme as a resource and adapt it as necessary to ensure high quality Teaching and Learning takes place.

All staff have sight of a copy of the Attainment Targets and the Religious Education Curriculum Directory

Books and written work

At St Mary's, the following will be seen in all books to ensure a consistency of approach and best practice:

- **Come and See topics are clearly demarcated in the children's books that contains the Attainment Targets, 'I can...' with clear assessment opportunities. Knowledge organisers are used well for pupils to use independently**
- The work covered clearly indicates the evidence towards these statements and outcomes;
- **Driver words** are also evident in either the books, display or on the tables alongside the success criteria;
- **Marking is rigorous** and in line with the marking policy;
- There is a **clear sequence** that follows: **Explore, Reveal and Respond** with examples of Rejoice/celebration (these could be photos, liturgies, speech bubbles etc to capture the end of topic celebration);
- **Links to scripture, prayers, other religious sources** are made wherever possible and an **expectation in KS2 for every lesson;**
- Worked that is marked reflects the Attainment Targets, the level descriptors and/or key questions to develop deeper thinking and understanding;
- There **should not** be a repeat of work during the main liturgical events i.e. Upper KS2 labelling the Advent Wreath when this is clearly lower KS1 work;
- In Upper KS2, **prayer journals** also support teaching and learning as a time for stillness;
- **Quantity and expectations** are in line with core subjects and progression across the school is evident;
- **Assessments** are in line with core subject expectations and linked to Attainment Targets and the assessment data above

Assessment books- Photographs are placed on the front cover at the start of the year.

Planning

This is line with the school's core subjects. Think and Link! As children progress up the school they should have opportunities to '**THINK and LINK**' Think about what they are writing and how this links to:

-Scripture

-Prayers

-World events

Staff must consider:

- Key questions
- Ping Pong
- Support staff support and other resources
- Groupings
- Pictures and/or images to support teaching
- What your expectations are
- Differentiated objectives and activities
- Links to assessments/success criteria
- Self/peer assessment

- Marking in line with policy and improvements made
- Visible progress within the lesson

Learning Environment

The liturgical Calendar is used to determine the season we are in. The main liturgical seasons are: Advent, Christmas, Lent, Easter, Pentecost and these seasons have specific colours and opportunities to explore further the significant meaning. The remainder of the year is 'ordinary time' denoted by Green.

At St Mary's, the topic being displayed reflect all other areas of our curriculum:

The 'Learning' journey is sequenced through the display

High quality artefacts are displayed

Ambitious vocabulary is taught and links made to prayer, scripture and other sources

Cloths are of high quality and the focal point is evident and consistent in each year group