



**St Margaret of Scotland Catholic Primary School**

**Curriculum Rationale and Intent 2023-2024**

**Religious Education**



## Religious Education Curriculum Intent at St Margaret of Scotland

### **Rationale:**

Along with English, Maths and Science, Religious Education is a core subject at SMOS. Our intention is that RE teaching:

- Inspires awe, wonder, reverence and spirituality in every child. It offers the sensation of being part of God's family; encased in His love; part of His creation and of something much bigger than ourselves. It stimulates thought, reflection, decision making and action
- Nurtures the Catholic faith in pupils through a spiralled curriculum that develops an understanding of the relationship between scripture, prayer and the traditions of the Catholic Church, enabling a personal and deepening relationship with God and an understanding of their place in the world around them
- Offers opportunities to analyse, reflect and demonstrate a critical appreciation of sources
- Delivers the skills and attitudes which allows for a free, informed response to God's call in everyday life
- Is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined, ambitious end points e.g. The Nativity story and the concept of The Incarnation and the second coming of Jesus Christ
- Addresses any gaps in children's prior knowledge and skills (religious or literary) so that all children can enjoy and achieve in RE regardless of any disadvantage or SEND
- Supports the development of the 'Characteristics of Effective Learning' throughout the whole school, to accommodate differing needs and stages of development in our children. They are taught how to:
  - ✓ hold information in their mind and use it (working memory)
  - ✓ master thoughts and impulses so as to resist temptations, distractions and habits and to pause and think before acting (controlling inhibitions) and
  - ✓ revise plans in the face of obstacles, setbacks, new information or errors (cognitive flexibility)

### **RE Knowledge and Skills:**

Teachers at St Margaret's follow The Come and See Curriculum for RE which builds skills and knowledge over time in a logical progression, systematically and explicitly This enables all children acquire the intended knowledge and skills to ask meaningful questions, analyse, interpret and evaluate sources in order to make reasoned judgements. The study of Judaism and Islam also offers the pupils an opportunity to learn about other faiths and fosters attitudes of tolerance as well as a sense of their place in the world.

### Early Years Foundation Stage (EYFS)

In the EYFS, RE is taught as a discreet curriculum area but also feeds into Communication and Language, Personal, Social and Emotional development, Literacy, Understanding the World and Expressive Arts and Design areas of learning. Our children mainly learn about RE through practical exploration of concepts and scripture, e.g. Roleplay of a Baptism. These activities help children to develop important skills such as reflection and respect.

## Key Stage 1 and Key Stage 2

All topics are revisited each year but with increasing difficulty and with a slightly different focus each time e.g. Pentecost is studied every year, with a very clear progression of knowledge and understanding over the six years. In Year 1 this involves knowing the story of Pentecost and that it is a holy day – the feast of the Holy Spirit, but by Year 6, this has developed into knowing how the Holy Spirit uses its power to sustain the moral life of Christians today.

Within the Learning about Religion aspects of our RE curriculum, the children develop their knowledge and skills in the use of the Bible. In Year 1 this is by recognising religious stories but by Year 6 children show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used, e.g. at the Baptism of the Lord there was the Holy Spirit. The Holy Spirit came to the apostles on the feast of Pentecost.

Through the Learning from Religion aspects of our RE curriculum the children are helped to become reflective, thoughtful pupils. There is a clear progression of these skills e.g. in Year 1 a child is encouraged to comment on their thoughts and feelings in response to a stimulus but by Year 6, they will be able to show an understanding of how their own and other's decisions are informed by beliefs and moral values.

In the Analysis and Evaluation area of the curriculum, children begin in Year 3 to use a source to support a point of view. However, by Year 6 children are recognising difference, comparing and contrasting different points of view.

### **The subject content for each year group is as follows:**

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Myself: God knows and loves me</li> <li>• Welcome: Baptism - a welcome to God's family</li> <li>• Birthday: Looking forward to Jesus' birthday</li> <li>• Celebrating: People celebrate in Church</li> <li>• Gathering: The parish family gathers to celebrate Eucharist</li> <li>• Growing: Looking forward to Easter</li> <li>• Good News: Passing on the Good news of Jesus</li> <li>• Friend: Friends of Jesus</li> <li>• Our World: God's wonderful world</li> <li>• Judaism: Special days/Ritual objects – Hanukkah</li> <li>• Islam: Special days/Ritual objects – prayer mats</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Families: God's love and care for every family</li> <li>• Belonging: Baptism - an invitation to belong to God's family</li> <li>• Waiting: Advent - a time to look forward to Christmas</li> <li>• Special People: People in the parish family</li> <li>• Meals: Mass - Jesus' special meal</li> <li>• Change: Lent - a time for change</li> <li>• Holidays &amp; holydays: Pentecost - feast of the Holy spirit</li> <li>• Being Sorry; God helps us to choose well Sacrament of Reconciliation</li> <li>• Neighbours: Neighbours share God's world</li> <li>• Judaism: Stories - Abraham and Moses</li> <li>• Islam: Stories - Muhammad</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Beginnings: God at every beginning</li> <li>• Signs &amp; Symbols: Signs &amp; Symbols in Baptism</li> <li>• Preparations: Advent - preparing to celebrate Christmas</li> </ul>

	<ul style="list-style-type: none"> <li>• Books: The books used in Church</li> <li>• Thanksgiving: Mass - a special time for saying thank you to God for everything, especially Jesus</li> <li>• Opportunities: Lent - an opportunity to start anew in order to celebrate Jesus' new life</li> <li>• Spread the Word: Pentecost - a time to spread the Good News</li> <li>• Rules: Reasons for rules in the Christian family, Sacrament of Reconciliation</li> <li>• Treasures: God's treasure - the world</li> <li>• Judaism: Prayer/home – Shabbat</li> <li>• Islam: Prayer/home – prayer at home (5 times daily)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Homes: God's dream for every family</li> <li>• Promises: Promises made at Baptism</li> <li>• Visitors: Advent – waiting for the coming of Jesus</li> <li>• Journeys: Christian family's journey with Jesus</li> <li>• Listening &amp; Sharing: Jesus gives himself to us in a special way</li> <li>• Giving all: Lent – a time to remember Jesus' total giving</li> <li>• Energy: Gifts of the Holy Spirit</li> <li>• Choices: The importance of examination of conscience, Sacrament of Reconciliation</li> <li>• Special Places: Holy places for Jesus and the Christian</li> <li>• Judaism: Places of Worship – The Synagogue</li> <li>• Islam: Places of Worship – The Mosque</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• People: The family of God in Scripture</li> <li>• Called: Confirmation – a call to witness</li> <li>• Gift: God's gift of love and friendship in Jesus</li> <li>• Community: life in the local Christian community – ministries in the parish</li> <li>• Giving &amp; Receiving: Living in communion</li> <li>• Self-Discipline: celebrating growth to new life</li> <li>• New Life: to hear and live the Easter message</li> <li>• Building bridges: Admitting wrong, being reconciled with God and each other – Sacrament of Reconciliation</li> <li>• God's People: Different saints show people what God is like</li> <li>• Judaism: Holy books – The Torah</li> <li>• Islam: Holy books – The Qur'an</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Ourselves: Created in the image and likeness of God</li> <li>• Life Choices: Marriage – commitment and service</li> <li>• Hope: Advent – waiting in joyful hope for Jesus the promised one</li> <li>• Mission: continuing Jesus' mission in the diocese (ecumenism)</li> <li>• Memorial sacrifice: The Eucharist – the living memorial of Jesus' sacrifice</li> <li>• Sacrifice: Lent – a time of aligning with the sacrifice already made by Jesus</li> <li>• Transformation: Celebration of the Spirit's transforming power</li> <li>• Freedom &amp; Responsibility: Commandments enable Christians to be free and responsible</li> <li>• Stewardship: The Church is called to the stewardship of Creation</li> <li>• Judaism: Beliefs &amp; Festivals – Pesach</li> <li>• Islam: Beliefs &amp; Festivals – Ramadan and pilgrimage (Hajj)</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Loving: God who never stops loving</li> <li>• Vocation &amp; Commitment: The vocation of priesthood and religious life</li> <li>• Expectations: Jesus born to show God to the world</li> <li>• Sources: The Bible – the special book for the Church</li> </ul>

- Unity: Eucharist enables people to live in communion
- Death and New Life: Celebrating Jesus' death and Resurrection
- Witnesses: The Holy Spirit enables people to become witnesses
- Healing: The Sacrament of the Sick
- Common Good: Work of the worldwide Christian family
- Judaism: Belonging & Values – Yom Kippur
- Islam: Belonging & Values – Guidance for Muslims (5 pillars)

## Intentions translated into Classroom Implementation

Teaching at St Margaret's incorporates Barak Rosenshine's Principles of Instruction as the vehicle for high quality teaching for all. We have adopted these principles within and across lessons in all subjects as research indicates they have a substantially positive impact on pupil progress. In the RE curriculum, they are not a tick list for every lesson but will be apparent within a sequence of lessons.

Rosenshine's Principles of Instruction	Implementation in RE
<b>1. Begin a lesson with a short review of previous learning</b>	A quiz, fronted writing task or discussion to reactivate learning from the previous day, week or topic helps to embed learning into the long-term memory and prepares the children to link new learning to existing schema, building their cognitive load gradually.
<b>2. Present new material in small steps with student practice after each new step</b>	Lessons are planned so that children gradually build up understanding. Teachers embed the knowledge or skill through activities that rehearse and apply it in different ways before moving on.
<b>3. Ask a large number of questions and check responses of all children</b>	Direct/ 'no hands-up' and open ended questions are used for formative assessment. Whiteboards, voting systems and written examples are shared in real time and used to check individual understanding.
<b>4. Provide models</b>	Religious Education is a subject that uses scripture, art and experiential opportunities in teaching. We use modelling, worked examples, teacher thinking out loud, attendance and involvement in Liturgies, prayer and meditation to help children understand abstract concepts.
<b>5. Guide Pupil Practice</b>	Children are given frequent opportunities to rephrase, summarise and elaborate on their work to ensure they can master the knowledge or skill.
<b>6. Check for pupil understanding</b>	Teachers check on individual understanding using formative assessment strategies to ensure that they are all able to move confidently on to the next stage .
<b>7. Obtain a high success rate</b>	Regular subject studies and Achievement Team Meetings ensure work is pitched at the correct level giving all children a sense that they are being challenged but also that they are able to understand and achieve.
<b>8. Scaffolding</b>	Success criteria, models, vocabulary, resources, pre-teaching, modelled sentences etc. to assist learning

	and help children strive for aspirational targets; especially those with SEND.
<b>9. Independent practice</b>	Children need time to embed skills – overlearning. Deliberate practice is an important aspect of mastery - 'practise makes perfect'.
<b>10. Engage in review weekly/ monthly</b>	At the end of each sequence of learning children are involved in activities which require them to recall learnt information and apply it in different ways e.g. quizzes, debates, written outcomes, presentation etc. embedding knowledge into Long Term Memory.

### Timetable, Assessment and Expected Outcomes

RE receives the following number of hours of curriculum time weekly:

<b>Year Group</b>	<b>Teaching per week (hrs)</b>
<b>R</b>	<b>2 hours</b>
<b>1</b>	<b>2 hours</b>
<b>2</b>	<b>2 hours</b>
<b>3</b>	<b>2.5 hours</b>
<b>4</b>	<b>2.5 hours</b>
<b>5</b>	<b>2.5 hours</b>
<b>6</b>	<b>2.5 hours</b>

### Assessment and Expected Outcomes

- Teachers assess children's RE attainment weekly during RE lessons and following responsive marking. Individual and class misconceptions are picked up and addressed in the same or following lesson
- Target Tracker statements are matched to age-related standards as set out by the Catholic Bishops' Conference of England and Wales. The teachers, using ongoing assessment of the sequence of learning, keep these up-to-date. These build an in the moment picture of children's achievement and identify any gaps in learning, which in turn informs future planning
- Summative data is collected three times a year and is used to inform teachers and leaders of the progress and attainment of each individual and of particular groups of children across the school e.g. SEND and PPG
- SMOS sets challenging targets for good and outstanding outcomes, based on prior attainment and in line with national progress indicators and the aspirations of the school and the St Thomas Catholic Academies Trust