



St Mary's

Catholic Primary School

Religious Education Policy

The following policy is in place to ensure that high quality Religious Education is taught not only effectively but that can be distinguished from other core subjects.

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)

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.

Examples of images can be found...



Why is the man in the corner looking away?

What is he carrying?

Find the passage in the Bible that may link this image to a piece of scripture

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/00_Start/index-VNew.html

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

From FS1 to Year 6 new topics will have the Title of the topic, the links to the Overarching theme and the dates they cover and the assessment criteria. **The topic covers will also include Driver Words**

Photographic evidence is not the main form of recording in EYFS. Examples include, mark making, children's work, answers to questions posed by the teacher, children writing themselves/teacher scribing if necessary

By the end of Year 1, there are very few photographs used as evidence of RE work and children are using other examples to record

No retelling of Biblical stories/events continue after Year 2. Staff are to be creative in the liturgical calendar as suggested in the good practice guide. (playscripts, poetry, writing through the eyes of a witness, reports etc) see below

No worksheets are to be used that 'limit' pupils' written work (cloze procedure, lined or blank boxes, or worksheets from the internet)

All year groups to have an 'extension' to challenge pupils. All pupils should be editing their work based on feedback.

In the marking policy it states,

Expectations in Foundation Subjects are equally as high as Literacy.

Written Work/Books

- **Come and See topics are clearly demarcated in the children's books that contains the Attainment Targets, 'I can...' statements and clear learning outcomes linked to differentiated levels;**
- 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)

- This **clear sequence** is evident at the start of every topic which has a front cover that outlines the Learning Focus for each lesson which is broken down into a Question and Response featuring each year groups key driver words. These question and responses help the children to answer their over 'Big Question' which is displayed on the front cover too, as well as core vocabulary, key scripture and attainment targets for that year group. After each lesson, the learning focus is marked green or pink and used to help assess the overall attainment achieved for each child.
- A Respond Sheet featuring 3 key questions relating to the topic, is designed to target what knowledge the children have embedded is used at the end of the topic.
- **Links to scripture** 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
- Each half term, teachers input their data on to a spreadsheet that is used to show what has been taught, what has not been covered yet and where the key gaps in knowledge lie. This tool also informs planning and is in line with the expectations and targets from the Diocese of Hallam.



Why do we need to make sacrifices?

Explore	Q: How can we appreciate the cost of giving? R: I can explore, discuss and compare with others my own views on myself and others giving.
LF 1	Q: Why is Lent the time to turn away from evil and how can we help others to do this? R: I can make links between scripture and my own life about turning away from evil.
LF2 and LF3	Q: Why did Judas' betrayal lead to Jesus' arrest and what is its significance? R: I can retell and give many reasons for Judas' betrayal leading to Jesus' arrest and link this to scripture.
LF4	Q: What is the significance of Jesus' sacrifice and how do we live this out in our lives? R: I can understand the importance of Jesus' sacrifice and how it impacts my own life.
LF5	Q: How to Christians signify the importance of 'Good Friday' and would does it show us about Jesus? R: I can understand, recall and express an opinion on the significance of Good Friday and what it shows us about Jesus.
LF6	Q: Why is Easter Sunday celebrated by Christians all around the world and what impact does it still have in our faith? R: I can give reasons, discuss and make links about the ongoing importance of Easter Sunday

In Year 5 this means...	<ul style="list-style-type: none"> The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to show <i>understanding</i>. Make links The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Give reasons The pupil can give <i>religious reasons</i> for most actions by believers and begin to show how they shape believers lives. Live it out 	<ul style="list-style-type: none"> The pupil 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. The pupil is able to compare most of their own and other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. 	<ul 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.
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Key Vocabulary	Scripture
giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection	Matthew 26: 14-16, 25, 38-48, 47-50 Matthew 28: 1-10 Mark 14: 10-11, 32-36, 43-46 Mark 15: 1-15, Mark 15: 21-41 Luke 4: 1-12 Luke 22:39-46 Luke 23: 26-43 John13: 34-35, John 20: 1-10

When we celebrate the Eucharist Jesus gives himself to us in Word and Sacrament.



We are called to follow the example of Jesus by giving ourselves to others in the world.



In the Concluding Rite we are sent out to continue the work of Jesus.



GIVING & RECEIVING

Year 4 Topic 5

OUR BIG QUESTION

What is more important, giving or receiving?

REFLECTION

Lord Jesus Christ, in you we know the love of God. When we gather in your name, we experience the marvel of your loving presence which challenges us to live for one another. Help us to follow your example so that we may never become complacent. Help us to listen to your constant call to us to continue the work you began, you who lived and died for us.

Grant this through your Spirit of Love.
Amen.

KEY VOCABULARY

Liturgy of the Word Penitential Act

Lamb of God

Rite Sign of Peace Eucharist

SCRIPTURE

Matthew 5: 45-48

1 Corinthians 11: 24-27

Romans 12: 8-11

Time to respond...

Giving and Receiving



Can you give reasons for why you think it is better to give or receive, making links to scripture we have used to support your preference?

Can you make a link from your work over the topic to show how we both give and receive during Lent?

Can you express and an opinion on the significance of Jesus giving his life for us and link this to our own lives?

A word I can now understand and use is...

My response to our Big Question: What is more important, giving or receiving?

How have I encountered God?