

## St. Bede's Catholic Infant School

### Religious Education

Agreed By Staff: Autumn 2024  
Approved By Governors: Autumn 2024  
Review Date: Autumn 2025

Signed by Chair of Governors S Howard Date 17..9.24

### Rationale

In a Catholic school, all pupils are invited to encounter Our Lord and Saviour Jesus Christ as the living person at the heart of their study in a way that respects their individual religious identity. As well as seeking to assist parents with the education and religious formation of their children, Catholic schools strive also to be of service to society. Religious education plays its part in this endeavour by enabling all pupils 'to be confident and secure in their religious faith and knowledgeable and respectful of other religions,' and so play 'a crucial role in building a cohesive society' (Christ at the Centre, 2012, p.9) (REDpV)

"The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life."  
Religious Education Directory for Catholic Schools 2023p6

Religious Education at St Bede's is not regarded as one subject among many, but is considered to be the very foundation of our children's education and the core subject in our school.

According to the National Curriculum, 'Religious Education' is a statutory requirement for all pupils. Parents are informed in the School Prospectus that they have the right to withdraw their children from RE and Collective Acts of Worship.

Employing the timeframe advised by our Archdiocese, the academic year 2023-24 saw the gradual transition from our Religious Education Programme, 'Come and See' to the new RE Curriculum, 'To know You more clearly'. This curriculum was planned for and delivered in Reception only, in 2023-4. 'To know You more clearly' will be planned for and delivered across both Reception and KS1 from the academic year 2024-25.

10% of curriculum time is set aside for the teaching of RE.

### Aims (RED p6)

The aims of religious education are:

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum

## Objectives

In order to achieve our aims we shall ensure that the teaching of Religious Education in St Bede's will:-

- Provide opportunities for children to apply and use their knowledge and skills across the curriculum to deepen their understanding of the religious truths and think creatively.
- Emphasise the importance of every individual.
- Promote the Catholic ethos by offering the children a sense of worth through their own experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.
- Encourage the children to express their own opinions, leading them to a deeper knowledge and understanding of key theological ideas and their application to life.
- Explore the questions "Where do I come from?" "Who am I?" and "Why am I here?" in the light of the Catholic Faith tradition.
- Help the children understand that Christ is the revelation of God who loves us.
- Help the children realise that life and faith belong together.
- Lead the children in prayer and provide opportunities for celebration and reflection;
- Present a systematic presentation of the Christian event, message and way of life in ways appropriate to the age and stage of the development of the child.
- Consider the child's own experience helping each individual to act in response to the Hear, Believe, Celebrate and Live lenses in 'To know You more clearly'

## Organisation of Religious Education

There is an RE Co-ordinator Miss Scragg who:-

Leads the staff by example and good classroom practice;

Co-ordinates the development of the School's RE;

Attends relevant in-service courses which will help in the teaching of RE;

Is available to support other members of staff in their delivery of the RE curriculum;

Provides information and support to members of staff unfamiliar with the Catholic tradition.

## The 'To know You more clearly' Curriculum

The curriculum provides meaningful and appropriate religious experiences for all children, taking account of different needs, abilities and learning styles. Central to this is also the exploration of the religious dimensions of questions about life, dignity and purpose within the Catholic tradition.

Links are made with pupils' own experiences and with universal experience. Links are also made with the experience of other religions.

For all children both raise questions and provide material for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

## 'To Know You More Clearly'

The programme of study for religious education in Catholic schools has a framework of four structural elements: curriculum branches, knowledge lenses, ways of knowing, expected outcomes.

### **Curriculum branches**

The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter

1. Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates.
2. Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). In this branch, pupils will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus.
3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.
4. Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.

"Within our schools we are seeking to educate all pupils of whatever religion to be able to live a way of life that integrates their beliefs with all aspects of what it means to be human. As part of this, they must learn to live alongside others who are different and hold alternative views including religious views."

(Meeting God in Friend and Stranger, Bishops Conference of England and Wales 2010)

As part of the sixth branch, Dialogue and Encounter, children will have the opportunity to explore Judaism in the Autumn term and Islam/Hinduism in the Summer term. Each religion will be explored for a week and the children will have the opportunity to explore and discuss the beliefs and practices of the two religions. The branch will also offer the children the opportunity to explore other religions and world views including religious feasts, celebrations and a high focus on Catholic Social Teaching.

### **Knowledge lenses**

The process for delivering 'To know You more clearly' has four parts known as lenses. They indicate what should be known by the end of each age phase. The study of Catholic Religion is through four lenses of Hear, Believe, Celebrate and Live. Opportunities to study other religions and world views is covered through dialogue and encounter.

- Hear - focuses on the set scripture and allows the children opportunity to listen to the word of God.
- Believe - focus is on what people of the Catholic Faith believe. The children have the opportunity to look at elements of the faith for example in relation to the Creed.
- Celebrate – children look at ways the scripture and the faith are celebrated. This would also cover special celebrations such as the sacraments.
- Live – how we all live out our faith in our everyday lives. Children will make links to things they do every day that demonstrate and live out God's word and how we are like Jesus. Focus also on Catholic Social Teaching links.

## Ways of knowing

These set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education. The three ways of knowing are:

- understand
- discern
- respond

In the EYFS the above are replaced with the alternative words:

- see (understand)
- judge (discern)
- act (respond)

## Expected outcomes

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

To Know you more clearly EYFS and KS1:

EYFS (REDp64)

The RED curriculum provides Religious Education within the Early Years areas of learning as a bespoke foundation for secure grounding for Key Stage 1 and beyond. The RED reveals the Good News and making the little stories of children meet the big stories told by the disciples. Wonder at God's gifts inevitably flows into reflection and enjoyment of the gifts, into prayers of praise and thanksgiving. Through the curriculum, children learn about the story of the life, death, and resurrection of Jesus through sacred texts, parables, sensory experiences, and the symbols and gestures of the sacraments. The curriculum shares the importance of everyone's gift and talents in producing, writing, using, and learning. In responding to this encounter, children learn that dignity, loving friendships, responsibility, care for our world and its people, and peace are values they meet in Jesus, who calls everyone to live a life of love. All children can share the Gospel values and insights learned through Christian education.

Year 1 (REDp78)

The overarching theme is revelation; how do people know about God?

Pupils would not be expected to know the term revelation, but they will explore the different ways in which revelation is experienced, beginning with revelation through Creation, then moving on to revelation in the incarnation of Jesus. Again, though pupils may not use the term incarnation, teachers can make connections between the different branches to ensure that pupils make the link that Jesus is another way people meet God. Pupils will then understand a simple account of Jesus' life, death, and resurrection before encountering the language and imagery of the revelation of God in the Holy Spirit.

Year 2(REDp96)

The overarching theme is baptism. Baptism is the meeting point where people are reborn to a new life in Christ and become part of the Christian community. In the story of Noah, Creation is reborn from the waters of the flood. Pupils will encounter John the Baptist and journey through St Luke's gospel as they come to know the signs in the gospel that Jesus is the Messiah spoken of by the prophets. They will consider how the power of the Holy Spirit transforms the lives of people in the writings of St Luke, for example, Mary, Elizabeth, and Paul, and consider how a life in Jesus calls people to be good neighbours. Pupils will also begin to think about good and bad choices (sin) and why the Sacrament of Reconciliation is needed. Pupils are not expected to know all these connections, but teachers can help them make connections between different branches to ensure that links between branches exist across each year as well as sequentially as they revisit a branch the following year.

### Planning

Staff planning covers the 'To know You more clearly' curriculum in both Reception and KS1. Staff plan as Year Groups to ensure progression and continuity. Planning follows the guidance in the new RE Directory (RED), along with support from the CED.

Planning includes:

- Activities clearly linked to objectives/foci from the RED content.
- Learning Foci/Intentions, enabling identified Learning Outcomes
- Range of activities including ICT as appropriate
- Differentiated activities providing support/challenge as appropriate.
- Reference to support provided/independent work
- Home/school/parish links
- Creative use of resources
- Reference to key vocabulary
- Reference to RE ELGs and outcomes as appropriate
- Opportunities for assessment
- Cross curricular links

### Teaching and Learning

Teachers have high expectations of the children in their engagement and response to their learning. A variety of teaching and learning strategies are employed to support progress and meet the individual needs of all pupils. Questioning and activities presented are appropriately differentiated and challenging. Activities are creative and engaging and delivered through high quality resources. All teachers have excellent subject knowledge. Cross-curricular links are identified and enriching. The children learn in an atmosphere of trust and mutual respect and are fully affirmed. Children are enabled to be confident, independent, engaged, motivated learners achieving their potential.

### Expectations

Expected end of age-phase outcomes in, 'To know You more clearly', are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age phase has a prescribed set of outcomes that indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens. There is a Religious Education Learning Goal, (RELG,) for each area of the EYFS Curriculum.

### Assessment

Assessment in RE is related to the concepts and attitudes to be developed through the exploration of themes and learning outcomes for each branch. Assessment establishes what pupils know, understand and can do. It does not assess faith or practice of faith. In accordance with the Catholic Schools belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth. A variety of strategies are used including oral or written assessment, informed observation and classroom discussion. Teachers evaluate the children's learning and their capabilities on a daily basis, by listening to what the children have to say and from their work. Evidence of this learning is kept in the children's RE books/EYFS Floor books and in teachers' RE assessment books. Significant progress and important achievements are highlighted in ongoing assessment books. Achievement of End of Year outcomes at Key Stage 1 and of RE Achievement of Early Learning Goals in Reception are determined using this information. The online tracker is used for all year groups and children are assessed in the Autumn, Spring and Summer. They are judged to be working at the following: D- developing, S-secure and E-exceeding at the end of each term.

The child's attainment record is transferred with the child's other records to their next year group/school to celebrate where the child is at in their learning and to enable further progress from the appropriate starting point.

### Monitoring and Evaluation

The RE Co-ordinator monitors and evaluates the quality of teaching and in RE according to an agreed timetable by:-

Monitoring planning

Observing lessons/Learning Walks

Scrutiny of children's work

Analysis of all assessment records

Discussion with pupils

Consideration of displays

Evaluating branches on completion (this takes place at staff meetings)

### Moderation

- Moderation within and across year groups takes place termly to moderate judgements against the outcomes for identified areas.
- Staff provide examples of the children's work (Developing, Secure and Exceeding) to be stored in a school portfolio and class floor books in EYFS.

### Reporting

In St Bede's there are 4 dimensions to reporting Religious Education.

Reporting:

- Provides feedback to pupils
- Informs teacher colleagues of the achievement of individual pupils
- Informs parents of the progress and achievement of their children
- Informs parents and governors of the content and quality of Religious Education and the achievement of the pupils

A written report is given to parents each year. Care is taken to ensure a positive comment about the child's achievement and progress throughout the year. Verbal reports are also given on Open Occasions.

### SEND

The teaching of RE is fully inclusive. Differentiation is planned for by activity and outcome and resources are deployed as appropriate to ensure inclusion and the achievement of each individual's potential.

### Home/School Partnership

Children's Religious knowledge and understanding and reflection on their own experience in RE is enhanced through home/school/parish links

### Equal Opportunities

All children have access to all parts of the RE Curriculum in line with the Schools Equal Opportunities Policy.

### Continuity and Progression

Continuity and progression is enabled through:

- The structure of the content of the 'To know You more clearly' Curriculum,
- The cohesive planning, delivery, assessment and moderation of RE within and across year groups

This policy should be read alongside other policies which promote the welfare, spiritual, moral, social and cultural development of all children.

## Appendix 1

### Opportunities For Spiritual Development

We aim to promote the Spiritual Development of our children by providing them with the opportunity to: -

- acquire insights into their personal existence
- make sense of their life experience
- develop a sense of wonder, awe, reverence, imagination
- develop the human capacity to go beyond physical, tangible reality
- develop a sense of the presence of God in their lives
- reflect on and respond to this presence
- become familiar with the life, words and actions of Jesus.
- become familiar with the life, words and actions of the saints and significant Christians
- hear of how people of other faiths respond to the spiritual dimension of life
- understanding and evaluating a range of possible responses and interpretations

We achieve these by:

- revealing gospel values which underpins everything that we believe to be important
- fostering quality relationships within our school
- reflecting on and responding to God in their lives
- recognising and valuing the worth of each individual
- acquiring personal beliefs, especially about religion, through the 'Come and See programme
- enabling the children to express thoughts and feelings, for example, through art, music, dance and drama
- experiencing positive and relaxed silence
- promoting sensitivity
- questioning at deeper levels
- allowing children to grapple with something beyond their experience and grasp
- reflecting upon complex questions where there are no easy answers
- building confidence in the children's ability to persevere with difficult questions/tasks/problems

## Appendix 2

### Opportunities For Moral Development

We aim to promote the Moral Development of our children by providing them with: -

- a secure community in which the Gospel spirit of freedom, justice and love permeates every aspect of its life and work
- opportunities to develop a personal sense of morality in relation to self, others, local, national and world issues
- opportunities to decide what they hold as right and wrong, why they do so, and how they should act
- opportunities to consider questions of intention, motives and attitudes

We achieve these by:

- discussing the moral teaching of the Catholic Church in language and levels appropriate to the children's age and stage of development
- helping children to understand complex and human relationships, conflict, tension, love, hate, justice, fairness, bullying, support
- discussing dilemmas, sharing scarce resources, recycling, taking care of the environment
- discussing supporting/serving others and commitment to the common good e.g helping in practical ways, for example, Foodbank collections, CAFOD, FAIRTRADE
- considering decisions, choices, intentions and attitudes
- offering stories or personal histories which challenge accepted values or the status quo

### Appendix 3

#### Opportunities for Social Development

We aim to promote the Social Development of our children by providing them with opportunities to recognise the purpose and value of being:-

Independent

Confident

Empathic

Respectful

Truthful

Compassionate

Responsible

Thoughtful

Amiable

Co- operative

Perseverance

We achieve this by:

- delivering PSHCE (incorporating RSHE) across the curriculum including

~Health Education, which incorporates personal hygiene, healthy life styles, physical well- being, health issues

~ Relationships and Sex education (RSE Journey in Love)

~valuing others viewpoints

- expecting children to follow the behaviour policy, understanding rules and consequences
- providing contexts in which the children can work individually and as a member of a group/team/class/school
- opportunities to develop good communication skills
- expecting the children to work hard and do their best

### Appendix 4

#### Opportunities For Cultural Development

We aim to promote the Cultural Development of our children by providing them with opportunities to: -

- understand and respect their own culture and British Values
- understand and respect other cultures and traditions

We achieve this by:

- providing opportunities across the curriculum to appreciate and value their own and other cultures including music, art, dance and drama
- providing a range of literature appropriate to age and stage of development
- using ICT to support research, knowledge and understanding
- displaying range of images
- visiting museums, art galleries, theatres, concerts, places of worship and a variety of places of interest with the school
- inviting visitors into the school from a range of cultures
- developing links with schools from other countries