

RE Curriculum Overview

<p>Rational</p>	<p>At St. Mary's we use and adapt the Diocesan approved Come and See scheme to deliver our Religious Education curriculum. Come and See is a Catholic Primary Religious Education programme for Foundation and Key stages 1 and 2. The programme of study, written by a group of experienced diocesan advisors was introduced across the Federation in September 2012 and has been warmly received by staff and pupils. The child friendly material provided within Come and See allows children to explore the teachings of the Catholic church through the use of age appropriate resources and activities.</p> <p>Each year group from Foundation 1 to year 6 have their own list of focus topics to consider throughout the academic year. The topic will coincide with the church calendar however, the depth in which the topic is explored is dependent upon the respective age of the child. For example, during Lent, whilst all children will learn about the plight of Christ, our Early Years children will consider the importance of growing and new life; Key Stage 1 children explore the effect of change and opportunities, with Key Stage 2 children considering the importance of self-discipline, sacrifice, death and new life.</p> <p>At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. Come and See gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.</p>				
<p>Approach</p>	<p>At St Mary's Roman Catholic Primary School, our Catholic faith and values are at the centre of all that we do. We aim for our Religious Education curriculum to engage, inspire, challenge and encourage all our pupils. We also aim to instil in all children a knowledge and understanding to deepen their own Catholic faith and their religious, theological, moral and social understanding. Where possible pupils will relate their beliefs and knowledge to daily life through other subjects in the curriculum. Through our study of other religious communities, we will also raise awareness of other faiths, beliefs, traditions and values, in order to promote respect and understanding and to prepare the pupils for adult life in our multi-cultural society.</p>				
<p>SEND</p>	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in RE and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers</p>				
<p>Values</p>	<p>Kindness</p>	<p>Tolerance</p>	<p>Friendship</p>	<p>Aiming High</p>	<p>Positivity</p>

Concepts	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. • Show knowledge and understanding of a range of religious beliefs. • Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs • Show knowledge and understanding of the life and work of key figures in the history of the People of God • Show knowledge and understanding of what it means to belong to a church community • Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
	Making links and connections	<ul style="list-style-type: none"> • Show understanding of, by making links between beliefs and sources. • Show understanding of, by making links between beliefs and worship. • Show understanding of, by making links between beliefs and life
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately
	Meaning and Purpose	<ul style="list-style-type: none"> • 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.
	Beliefs and values.	<ul style="list-style-type: none"> • Show understanding of how own and other's decisions are informed by beliefs and moral values.
	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use sources to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view and give reasons for it.
	Make judgments	<ul style="list-style-type: none"> • Arrive at judgements.
	Recognise Diversity	<ul style="list-style-type: none"> • Recognise difference, comparing and contrasting different points of view.
<p>Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.</p>		

Year 5 Curriculum	Autumn		
Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Ourselves</p> <ul style="list-style-type: none"> The Scripture they have explored to explain how Christians are called to live in peace. Scripture passages which describe and show understanding of what Christians believe, feel and experience about uniqueness. How people are made in God's image and likeness and how that might shape their lives. What it says in the book of Genesis about people made in the likeness and image of God. 	<p style="text-align: center;">Life Choices</p> <ul style="list-style-type: none"> We all have a mission. What it means to be committed. The work of Christian service. The Sacrament of Marriage. The symbols of the promises and the blessing of rings. The Beatitudes All are called to live in love and service The Christian witness of voluntary service in the community. 	<p style="text-align: center;">Hope</p> <ul style="list-style-type: none"> How people wait in different ways, for different things Advent is a time of waiting hopefully What the prophets Isaiah and Jeremiah said about the coming of the Messiah/ the Promised One The first two Joyful Mysteries of the Holy Rosary that show how Mary waits in joyful hope. How Isaiah described the One who was waited for as the light in the darkness Some of the Gospel stories that tell of Jesus' birth Christ will come again at the end of time.
Lesson Sequence	<ul style="list-style-type: none"> Do I know that all people are called by God to be special - that is to be holy? Do I understand how we are made in the image and likeness of God? Can I recognise our unique God given qualities and gifts and our appreciation of difference? Can I talk about someone who has shown how their love of God inspired their lives and how that person shared their unique qualities and talents in the service of others? Can I explain what God as a loving parent means? 	<ul style="list-style-type: none"> Do I understand what it means to have a mission? Do I understand and can I explain what the role of an apostle is? Do I know the sacrament of marriage as a promise? Can I explain the religious significance of: <ul style="list-style-type: none"> Promises that are made Symbolism and blessing of the rings Can I recognise we are all called to live in service? 	<ul style="list-style-type: none"> Can I explain how the advent wreath prepares us for Christ's birth? Do I know and understand a range of scripture that corresponds to the scripture sources used – Jeremiah and Isaiah prophecies? Do I know and understand what "Waiting in hope for Christ to come again"? Do I understand what "A light in the darkness that brings hope" means – Isaiah? Do I recognise that there is more than one version of the Nativity? Do I recognise that in Advent we remember the second coming of Jesus?
The Big Question	Who am I?	Is commitment important? What is important for friendship to thrive?	What does it mean to live in hope? What is the difference between hope and expect?
Key vocabulary	qualities, talents, unique, joys, responsibility, dignity, image, peacemaker	vocation, marriage, service, responsibility, fidelity, commitment	waiting, hopeful, Promised One, Messiah, prophet
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 5 Curriculum	Spring		
Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Mission</p> <ul style="list-style-type: none"> • Jesus started his mission reading from Isaiah. • The apostles shared Jesus’ mission and the call of Levi. • How people carry out Jesus’ mission today. • What a diocese is and its mission. • The role of the bishops as successors of the apostles in continuing Jesus’ mission. • Jesus’ prayer for unity. • Other Christian communities. 	<p style="text-align: center;">Memorial Sacrifice</p> <ul style="list-style-type: none"> • About sacrifice in daily life. • What remembering the Passover means to Jewish people. • The Last Supper, when Jesus gave his disciples his body and blood in the form of bread and wine as his memorial. • Eucharist is a memorial of Jesus’ sacrifice • Some understanding of the words of consecration. • Something about the proclamation of the mystery of faith. • Eucharistic Prayer II which remembers and thanks Jesus. • The Last Supper is called to mind and made present and real for Christians in the Eucharist. 	<p style="text-align: center;">Sacrifice</p> <ul style="list-style-type: none"> • Lent is a time to turn away from bad things that can tempt us • How Jesus was tempted in the desert. • Sometimes our friends let us down (e.g. Judas Iscariot) • Events of Maundy Thursday: Last Supper, New Commandment, Gethsemane • How Jesus sacrificed himself for us (Pontius Pilate) • Even when Jesus was facing death, he forgave those who betrayed him and brought him to the cross • Easter teaches Christians to make sacrifices for others.
Lesson Sequence	<ul style="list-style-type: none"> • Can I explore the importance of Isaiah 61:1-2, 10-11, ‘Good News for the poor’ and why it became the basis for Jesus’ mission during his teaching and preaching? • Do I know about the different people who helped Jesus on his mission, using Luke 4: 14-22, Luke 8: 1-3? • Do I know what makes a diocese? • Do I understand why the Bishop is important in the mission of the diocese? • Do I understand that the apostles had different thoughts on how to spread the Good News of Jesus, by referring to John 17:11-12; 20-23? • Can I explore how Christians from different faiths try to unite? 	<ul style="list-style-type: none"> • Do I understand why the Passover is important to the Jewish people, using Exodus 13:3? • Do I know how the preparations and celebration of the Last Supper compare to the events of the Exodus using Luke 22: 14-20? • Do I know why the Liturgy of the Eucharist is so important to Catholics? • Can I explain the meaning of the Mystery of Faith? • Do I understand that sacrifice always involves love? 	<ul style="list-style-type: none"> • Do I recognise how Jesus’ time in the desert, turning away from evil, links to experiences of Lent, using Luke 4:1-12? • Do I understand how Judas could have betrayed Jesus? • Can I explore and explain the signs and symbols present throughout Maundy Thursday Mass.? • Can I explain how Jesus was ready to make his sacrifice during his trial in Mark 15: 1-15? • Can I compare what Luke 23:26-43 and Mark 15:21-41 tell us about Jesus’ death? • Can I explore the actions, prayers and symbols of the Easter Vigil?
The Big Question	<p style="text-align: center;">Do we all have a mission in life? What inspires people in their mission?</p>	<p style="text-align: center;">Why do we need memories? How can we keep memories alive?</p>	<p style="text-align: center;">Why are some people so generous in their giving? Why do we need to make sacrifices in our daily lives?</p>
Key Vocabulary	mission, Bishop, Diocese, Ecumenism, Cathedral, Apostle, Christian Unity, Gentile	Memorial sacrifice, Passover/ Pesach, Liturgy of the Eucharist, Eucharist Prayer, consecration, adoration, acclamation, memories, significant, memorial, sacrifice, genuflect	temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of repose, Easter vigil, giving, carer, cost, love, crucifixion, resurrection

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Year 5 Curriculum	Summer
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Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Transformation</p> <ul style="list-style-type: none"> • The Road to Emmaus • Peter The Gifts of the Holy Spirit are for everyone • The transformation of Paul • How Paul spread the Good News • The fruits of the Holy Spirit • How the power of the Holy Spirit helps Christians today 	<p style="text-align: center;">Freedom and Responsibility</p> <ul style="list-style-type: none"> • Why Moses asked God’s help in giving the Israelites rules to live by • Some of the Commandments • How the Ten Commandments improved the lives of the Jewish people • How important the Ten Commandments are for Christians today. • How the Beatitudes show us a positive way of life. • Jesus’ teaching on the greatest commandment, love God and others • What actions Isaiah taught us are pleasing to God • The importance of the Sacrament of Reconciliation in mending our relationship with God and others 	<p style="text-align: center;">Stewardship</p> <ul style="list-style-type: none"> • Understand the wonders of God’s creation and about God as Creator, with some reference to Genesis. • That people are made in the image and likeness of God. • How and why Christians can be good stewards. • The Christian’s responsibility to take care of, to be a steward of the earth and why. • Some scripture, ideas and the beliefs that Christians have concerning the care of Creation. • Ways of being stewards of God’s creation. • Why ecology is important. • What climate change is and why it happens. • CAFOD’s role in stewardship.
Lesson Sequence	<ul style="list-style-type: none"> • Can I explain what happened on the road to Emmaus using Luke 24: 13-35? • Can I explain the transforming power of the Holy Spirit and how it is a gift for everyone? • Can I explain how Saul is transformed by the Holy Spirit using Acts 22: 6-16? • Can I explore Paul's message of courage to the Christians living in Rome using Romans 8: 14-17 and how might this have been received? • Can I explain how the fruits of the Holy Spirit can be shown in everyday life using Galatians 5: 16-17, 22-23? • Can I explore how the fruits of the Holy Spirit help change and transform the world in which we live? 	<ul style="list-style-type: none"> • Do I understand why the Israelites accepted the rules (10 commandments) from Moses? • Do I know where the story of the 10 commandments is found that it is from one of the 5 books that make up the Jewish Torah? • Can I explore the 10 commandments and which of these are most important to us today and why? • Can I explain how Jesus sums up 10 commandments in two commandments using Mark 12: 28-31 and understand that he is quoting from Deuteronomy 6: 4-9? • Can I explain how Isaiah’s advice links with the Ten Commandments using Isaiah 58:3? • Can I explain how the Beatitudes are different from the 10 Commandments? • Do I understand that God is loving and merciful but we can sometimes do wrong by doing nothing? 	<ul style="list-style-type: none"> • Do I understand that the book of Genesis is not a scientific account of how the world began but a poem which tells the truth of the goodness and creative power of God? • Do I recognise that people are made in the image and likeness of God and that it is our responsibility to take care of the earth and everything in it? • Can I explain the impact of climate change on the harmony of God’s creation? • Do I understand that we are all called to be stewards of creation and this shapes the lives of believers? • Do I recognise that to be a steward of God’s creation also means caring for people in God’s creation? • Can I explore how CAFOD and other charities are living up to the responsibilities of being a good steward?
The Big Question	<p style="text-align: center;">How can energy transform? How can I transform my energy for the good of others?</p>	<p style="text-align: center;">How do rules bring freedom? How can we enjoy freedom with responsibility?</p>	<p style="text-align: center;">Can I be a steward of Creation?</p>
Key Vocabulary	<p style="text-align: center;">transformation, transform, energy, Holy Spirit, Gifts of the Holy Spirit, Fruits of the Holy Spirit, wind, fire, change, transform</p>	<p style="text-align: center;">freedom, responsibility, commandments, Beatitudes, reconciliation</p>	<p style="text-align: center;">care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, stewards stewardship, climate, preserve, ecology, integrity harmony</p>
Possible endpoints and support for the least able	<p style="text-align: center;">The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.</p>		

**Prior Learning
Links**

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