

### RE Curriculum Overview

<b>Rational</b>	<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>				
<b>Approach</b>	<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>				
<b>SEND</b>	<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>				
<b>Values</b>	<b>Kindness</b>	<b>Tolerance</b>	<b>Friendship</b>	<b>Aiming High</b>	<b>Positivity</b>

<b>Concepts</b>	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Recognise religious stories.</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs.</li> <li>• Recognise that people act in a particular way because of their beliefs.</li> <li>• Describe some of the actions and choices of believers that arise because of their belief.</li> <li>• Recognise key figures in the history of the People of God.</li> <li>• Describe the life and work of some key figures in the history of the People of God.</li> <li>• Recognise key people in the local, national and universal Church.</li> <li>• Describe different roles of some people in the local, national and universal Church.</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>• Use religious words and phrases.</li> </ul>
	Meaning and Purpose	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>
	Beliefs and values.	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>
<b>Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.</b>		
<b>Year 2 Curriculum</b>	<b>Autumn</b>	

<b>Topic Titles and Knowledge Outcomes</b>	<p style="text-align: center;"><b>Beginnings</b></p> <ul style="list-style-type: none"> <li>• The story of Creation.</li> <li>• Some of the psalms about beginnings.</li> <li>• About God being present in all new beginnings.</li> <li>• Some phrases from the psalms.</li> <li>• What psalms are and how they can be used.</li> <li>• What shows that God cares for everyone.</li> </ul>	<p style="text-align: center;"><b>Signs and Symbols</b></p> <ul style="list-style-type: none"> <li>• Some of the signs and symbols in daily life.</li> <li>• Some of the symbols used in Baptism.</li> <li>• The meaning of the symbols used in Baptism.</li> <li>• The sequence of the ritual of Baptism.</li> </ul>	<p style="text-align: center;"><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Advent is four weeks of preparing</li> <li>• Isaiah told the people of God's promise to send them his Son.</li> <li>• The story of the Annunciation and the story of the Visitation</li> <li>• Why is Christmas night holy?</li> <li>• Jesus comes to us a God's gift.</li> <li>• How is Jesus a light for us?</li> </ul>
<b>Lesson Sequence</b>	<ul style="list-style-type: none"> <li>• Do I know God was there at the beginning of the world?</li> <li>• Do I know God is there at my beginning and every beginning?</li> <li>• Do I understand the importance of starting the day with prayer?</li> <li>• Do I know Psalms 19 is a song of praise to God?</li> <li>• Can I recognise that God is always close?</li> <li>• Do I know God knows and loves us?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I know the importance of signs and symbols (Welcome) in baptism?</li> <li>• Do I understand the importance of water in baptism?</li> <li>• Do I understand why oil is used in baptism?</li> <li>• Do I know what the colour white symbolises in baptism?</li> <li>• Can I recognise Jesus is the light shared in the baptismal candle?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I know that Advent a time to prepare for the birth of Jesus?</li> <li>• Do I know how Isiah suggested the people prepare?</li> <li>• Can I retell the story of the Annunciation and understand that this was a time of preparing?</li> <li>• Do I know how Mary helped Elizabeth whilst she was waiting using the story of the Visitation?</li> <li>• Do I understand how Mary and Joseph prepared for the birth of Jesus and why this also involved a difficult journey?</li> <li>• Can I recognise that Jesus is God's loving gift to us?</li> </ul>
<b>The Big Question</b>	Who made the world and everything in it?	Are signs and symbols important?	Do we need to prepare?
<b>Key vocabulary</b>	beginning, family, friend, creation, psalm, litany	garment, Easter Candle, font, chrism, symbols	preparing, waiting, Christmas, Advent, Nativity, Annunciation, Visitation
<b>Possible endpoints and support for the least able</b>	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.		
<b>Prior Learning Links</b>	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.		
<b>Year 2 Curriculum</b>	<b>Spring</b>		
<b>Topic Titles and Knowledge Outcomes</b>	<p style="text-align: center;"><b>Books</b></p> <ul style="list-style-type: none"> <li>• The Bible is a special book and there are four Gospels.</li> <li>• The responses we say and what they mean to us.</li> <li>• The variety of books used during the Mass by</li> </ul>	<p style="text-align: center;"><b>Thanksgiving</b></p> <ul style="list-style-type: none"> <li>• The story of the Last Supper.</li> <li>• The four parts of the Mass.</li> <li>• Some of the Mass responses.</li> <li>• During the Eucharist, the bread and wine</li> </ul>	<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Ash Wednesday is the first day in Lent.</li> <li>• The opportunity Lent offers to make a new start.</li> <li>• The story of Palm Sunday</li> </ul>

	<p>the parish family.</p> <ul style="list-style-type: none"> <li>The way the Gospel is revered at Mass.</li> <li>The story of the Baptism of Jesus.</li> </ul>	<p>become the Body and Blood of Jesus Christ.</p> <ul style="list-style-type: none"> <li>Why the parish family gather at Mass.</li> <li>The parish family go out from Mass in peace and thanksgiving to love and serve God.</li> </ul>	<ul style="list-style-type: none"> <li>The story of Jesus washing the disciples' feet and why he did it.</li> <li>Holy Week remembers Jesus at the Last Supper, dying on the cross and being raised to new life.</li> <li>Easter is the most important feast. It was when Jesus rose from the dead.</li> </ul>
<b>Lesson Sequence</b>	<ul style="list-style-type: none"> <li>Do I know what the Bible is and how it is made up?</li> <li>Do I know that there are 4 Gospels in the Bible and that these were written by different people for different reasons and different groups?</li> <li>Do I know the importance of the Gospel reading during Mass?</li> <li>Can I retell Matthew 3: 13-17?</li> <li>Can I explore the other books used during mass?</li> <li>Do I know some of the responses used by the parish during mass?</li> </ul>	<ul style="list-style-type: none"> <li>Can I retell the story of The Last Supper?</li> <li>Do I know the four parts of Mass?</li> <li>Do I know the words the parish prays during the Eucharistic Prayer?</li> <li>Can I recognise that the Eucharistic Prayer is a prayer of Thanks?</li> <li>Do I understand that we give thanks to God for giving us Jesus in Holy Communion?</li> <li>Can I recognise how people can spread the message of thanksgiving and peace they have experienced at Mass?</li> </ul>	<ul style="list-style-type: none"> <li>Do I know the importance of Shrove Tuesday?</li> <li>Do I know the words spoken during the placing of ashes on people's foreheads?</li> <li>Do I know why Lent is for 40 days?</li> <li>Do I understand the signs and symbols used during Palm Sunday?</li> <li>Can I retell the story of the washing of the feet – John 13: 4-15</li> <li>Can I retell the events of Good Friday – Mark 15: 16-21</li> <li>Can I retell the resurrection – Matthew 28: 1-10?</li> </ul>
<b>The Big Question</b>	Why do we need books?	Why should we be grateful people?	How does each day offer opportunities for good?
<b>Key Vocabulary</b>	Bible and Sacred Scripture, Old Testament, New Testament, Gospels, respect	Thanksgiving, Eucharist, Eucharistic Prayer, thank you, thoughtful	Ash Wednesday, Lent, cross, crucifix, Easter candle, Easter, new life, opportunities, prayer sharing, giving
<b>Possible endpoints and support for the least able</b>	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.		
<b>Prior Learning Links</b>	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.		
<b>Year 2 Curriculum</b>	<b>Summer</b>		
<b>Topic Titles and Knowledge Outcomes</b>	<p style="text-align: center;"><b>Spread the Word</b></p> <ul style="list-style-type: none"> <li>On Easter Sunday we remember that Jesus rose from the dead</li> <li>Jesus' promise of the Holy Spirit</li> <li>On the Feast of the Ascension the Church celebrates Jesus return to Heaven</li> <li>What happened on the first Pentecost day</li> <li>Jesus has promised us new life</li> <li>Ways of spreading the Good News about Jesus</li> </ul>	<p style="text-align: center;"><b>Rules</b></p> <ul style="list-style-type: none"> <li>What Paul said to the Colossians about being saints.</li> <li>What Jesus told Peter about forgiving others.</li> <li>What a sin is, the difference between doing something accidentally or on purpose.</li> <li>The importance and helpfulness of examining conscience</li> <li>Something of the Sacrament of Reconciliation</li> <li>The Sign of Peace</li> </ul>	<p style="text-align: center;"><b>Treasures</b></p> <ul style="list-style-type: none"> <li>The importance of sharing in God's world.</li> <li>God's world is a precious treasure.</li> <li>How we treasure God's world.</li> <li>How we thank God for the treasures of our world.</li> <li>Some words from a psalm or the Gloria.</li> <li>We are God's treasure.</li> </ul>

<b>Lesson Sequence</b>	<ul style="list-style-type: none"> <li>• Can I retell Luke 24: 1-9?</li> <li>• Can I retell the story of Jesus' promise of the Holy Spirit using John 14?</li> <li>• Do I understand that the Ascension is when Jesus returned to his Father in heaven using Luke 24: 48-52?</li> <li>• Do I understand that on the feast of Pentecost, the Church family remembers and celebrates the coming of the Holy Spirit and the Good News of Jesus – the news of God's love for everyone?</li> <li>• Do I know what the Good News is that we are asked to pass on?</li> <li>• Do I understand how Romans 8:22-28 relates to our lives and the spreading of the Word?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand that there are rules for many things and that God has rules to help us live well – using Colossians 3:10-17?</li> <li>• Do I know what it means to break one of God's rules?</li> <li>• Do I understand why we say sorry and forgive?</li> <li>• Can I retell the story of forgiveness using Matthew 18: 21-22?</li> <li>• Do I recognise the Sacrament of Reconciliation is asking God for forgiveness?</li> <li>• Do I understand the Commandment 'Love one another, just as I love you' and the importance of the sign of peace?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I know that God created the world - a treasure for us all to share?</li> <li>• Do I know Psalm 19: 1-6 and understand why God's world is a precious place?</li> <li>• Do I understand that we are God's treasure using Luke 12: 27-28?</li> <li>• Do I understand that we need to appreciate and value God's treasure of water?</li> <li>• Do I understand how we can care for God's world – giving thanks and praise?</li> <li>• Do I know the Gloria and understand why it is important to praise God?</li> </ul>
<b>The Big Question</b>	Why should we spread Good News?	Do we need rules?	Is the world a treasure?
<b>Key Vocabulary</b>	resurrection, ascension, Pentecost, Holy Spirit, Good News, Blessing, Witnesses	rules, sorry, forgive, choices, sin, consequences, examination of conscience, care, safe, right, wrong, make up	treasure, gift, care, love, protect, respect, preserve creation, precious
<b>Possible endpoints and support for the least able</b>	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.		
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