

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 style="text-align: center;">Kindness</p>	<p style="text-align: center;">Tolerance</p>	<p style="text-align: center;">Friendship</p>	<p style="text-align: center;">Aiming High</p>	<p style="text-align: center;">Positivity</p>

Concepts	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs, make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God. • Listen, talk about and role play how people behave in the local, national and universal church community.
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		<ul style="list-style-type: none"> • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Decode key religious words appropriate to their age and stage of development. • Use key religious words appropriate to their age and stage of development.
	Meaning and Purpose	<ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs and values.	<ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners' needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others' behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy and share the same feelings and are sensitive to this.

Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Myself</p> <ul style="list-style-type: none"> I have a family name God knows everyone by name Everyone is precious to God 	<p style="text-align: center;">Welcome</p> <ul style="list-style-type: none"> How are we welcomed into God's family? Who is at the Baptism? What will you see at a Baptism? What happens at Baptism? What will they hear said at the Baptism? 	<p style="text-align: center;">Birthday</p> <ul style="list-style-type: none"> What a birthday is. What people do while they wait for a birthday. Some of the ways birthdays are celebrated. Advent is a time of waiting for Jesus' birthday. What people do during Advent. That Christmas is Jesus' birthday. Something of the story of Jesus' birth
Lesson Sequence	<ul style="list-style-type: none"> Do I know that God knows and loves each one of us and He knows each person's name using Isaiah 43: 1-2? Do I know that God knows and loves each person and talks to us through prayer using Psalm 131? 	<ul style="list-style-type: none"> Do I know different ways we welcome people? Can I explore different ways that families welcome new babies into their families? Can I explore the different symbols used in Baptism to welcome us into God's family? 	<ul style="list-style-type: none"> Do I know that we all have a birthday but that we must wait for our special day before we celebrate it? Do I know how different people celebrate their birthdays? Do I know that Christmas is birthday of Jesus and how it was celebrated by others?
The Big Question	Why am I precious?	Why is Welcome important?	Why do we celebrate birthdays?
Key vocabulary	Christian, family name, precious, parent, God, love, prayer, myself, name, first name, class name	welcome, belonging, family, school, class, baptism, water, candle, Priest, white garment, godparents, font	birthday, waiting, wreath, Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib, shepherds, wise men
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.		

EYFS Curriculum	Spring
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Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Celebrating</p> <ul style="list-style-type: none"> • What a celebration is. • Different elements of celebration. • Different ways of celebrating. • Who the church/parish family are. • Some of the celebrations of the church/parish family. • Something of the story of Jesus being presented in the Temple. 	<p style="text-align: center;">Gathering</p> <ul style="list-style-type: none"> • What things are better done together and why? • The importance of gathering. • The parish family gathers for Mass. • We gather in church to listen to God’s Word. • Who welcomes us when we go to church. 	<p style="text-align: center;">Growing</p> <ul style="list-style-type: none"> • That spring is a time when things begin to grow. • The ways in which we can grow in love to be more like Jesus. • Lent as a time for growth. • Lent as a time to get ready to celebrate Jesus new life. • Good Friday, the day Jesus died on the cross. • Easter Sunday when God his Father gave Jesus new life and he rose from the dead.
Lesson Sequence	<ul style="list-style-type: none"> • Do I know different times that the parish family celebrates together? • Do I know what the church looks like? • Do I know why Jesus was presented at the Temple? • Do I know the people Jesus meet when he was presented at the Temple? 	<ul style="list-style-type: none"> • Do I know how the parish family gather together for Sunday Mass? • Do I know why the children wanted to be near Jesus using Mark 10: 13, 14-16? • Do I understand the joy of gathering to listen to God’s Word? 	<ul style="list-style-type: none"> • Do I understand that Lent is a time to grow more like Jesus using Luke 2: 51, 52? • Do I know that Lent starts on Ash Wednesday and on this day the priest puts ashes on our foreheads? • Do I know that Good Friday is the day that we celebrate when Jesus dies on the cross using John 19: 25-27? • Do I know that Easter Sunday is the day that Jesus rose from the dead, where we celebrate new life?
The Big Question	What and why do people celebrate?	Why do people gather together?	How and why do things grow?
Key Vocabulary	church, priest, celebrate/celebrating, parish family, family, community, celebration, party, memory, priest, Father, altar, temple, parish	welcome, blessing, listen, pray, Mass, sing, gather together, alone, lectern, “The Lord be with you.” “And with your spirit”	grow, Spring, Lent, Good Friday, cross, Easter Sunday, different
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EYFS Curriculum	Summer
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Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Good News</p> <ul style="list-style-type: none"> • That everyone has good news to share. • The happiness good news brings. • The stories of Easter and Pentecost – Jesus sending his friend the Holy Spirit. • Pentecost celebrates the Good News of Jesus. • How the friends of Jesus felt. 	<p style="text-align: center;">Friends</p> <ul style="list-style-type: none"> • It is good to have friends. • What Jesus tells us about being friends. • Jesus’ new rule for friends. • How we can change and say sorry and forgive each other. 	<p style="text-align: center;">Our World</p> <ul style="list-style-type: none"> • What we love about our world. • What fills us with wonder about our world. • God created the world. • God was pleased with the world. • Everyone shares God’s world. • How we would feel if we did not work together to share God’s world. • Ways that CAFOD helps to make a fairer world.
Lesson Sequence	<ul style="list-style-type: none"> • Do I understand that everyone, at times, has good news to tell? • Do I understand how it feels to hear and tell good news? • Do I know that God and Jesus had good news to share? 	<ul style="list-style-type: none"> • Do I know how to make friends? • Do I know how to be a good friend? • Do I know why it is important to have friends? • Do I know that Jesus had friends using Mark 6:7, 30-32? • Do I know how we can be friends of Jesus? • Do I know Jesus’ rule for friends using John 13: 34-35? 	<ul style="list-style-type: none"> • Do I know that everyone shares God’s world? • Do I understand why water is an important resource of God’s world? • Do I know how other children around the world use water? • Do I know what we can do to help save water?
The Big Question	What is Good News?	Is it good to have friends?	What makes our world so beautiful?
Key Vocabulary	Good News, share, Pentecost, promise, Holy Spirit, Easter, Alleluia	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change, rule, understanding, new start, friendship	world, wonder , wonderful, care, love, share, work, play together
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