

RE Curriculum Overview

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

Concepts	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy a range of religious beliefs. • Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs • Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God • Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church • Describe, with increasing detail and accuracy 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"> • Make links between beliefs and sources, giving reasons for beliefs. • Make links between beliefs and worship, giving reasons for actions and symbols • Make links between beliefs and life, giving reasons for actions and choices
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary.
	Meaning and Purpose	<ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.
	Beliefs and values.	<ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others.
	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use a given source to support a point of view.
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view.
	Make judgments	<ul style="list-style-type: none"> • Express a preference.
<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 4 Curriculum	Autumn		
Topic Titles and Knowledge Outcomes	<p>People</p> <ul style="list-style-type: none"> Some of the people in Jesus' family. How Jesus' family tree helps them to understand how Jesus had a family like their own. One person they have studied and the links between their belief in God and how they behaved. 	<p>Called</p> <ul style="list-style-type: none"> The call of Samuel and David. How Jesus altered the lives of the apostles. What happens at Confirmation Why the baptismal promises are repeated at Confirmation. The work of the Holy Spirit in the lives of Christians What it is to live in the light of Christ. The commitment of people who respond to the call of God. How Sean Devereux answered the call of God. 	<p>Gift</p> <ul style="list-style-type: none"> The meaning of the word Advent Jesus is the Messiah, the one promised by God to show God's love and bring peace. Jesus is God's gift to the world. What Isaiah said about the coming of the Messiah. The meaning of Gaudette Sunday. The visit of the Wise Men The significance of the celebration of Midnight Mass
Lesson Sequence	<ul style="list-style-type: none"> Do I know and understand Jesus had a family tree like us? Do I know the story of Abraham and why he trusted in God? Do I understand that God knows the gifts of each one of us and has a purpose for choosing particular people for particular roles (Jacob's story)? Can I recognise the importance of female figures in Jesus' family (Ruth)? Do I understand how Solomon was like Jesus? Do I know why Joseph was chosen to be Jesus' dad? 	<ul style="list-style-type: none"> Can I make connections between Samuel and David? Do I know why and how God chose the apostles? Do I know about the sacrament of Confirmation as a call from God? Can I recognise and explain how the Holy Spirit can guide us? Can I explore how Sean Devereux responded to the call to be a Christian? 	<ul style="list-style-type: none"> Do I know and recognise the symbols related to Advent? Can I explore how John letter's portrays God's love? Do I understand why the birth of Christ was such Good News? Do I know about Gaudete Sunday and why it is celebrated in Advent? Can I explore the symbolism of the gifts and the part the wise men played in the coming of Jesus? Can I explain how the church celebrates the gift of Jesus?
The Big Question	Where do I come from?	What does it mean to be called and chosen? How do people respond to being called?	What is so special about gifts? Why are the gifts of love and friendship so important?
Key vocabulary	siblings, relations, ancestors, generations, Old Testament, family tree, genealogy	Sacrament of Confirmation, Oil of Chrism, mitre, crozier, sponsor, catechist, Bishop, witness, anointing, Holy Trinity, enkindle	gift, loyalty, commitment, rejoice, peace, God's plan
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 4 Curriculum	Spring		
Topic Titles and Knowledge Outcomes	<p style="text-align: center;">Community</p> <ul style="list-style-type: none"> • What a community is. • What it is that makes up a parish community and pastoral area. • Some of the roles and ministries within the parish community • Some of the advice and messages within Scripture used about serving the community • How the parish community celebrates together and supports one another. 	<p style="text-align: center;">Giving and Receiving</p> <ul style="list-style-type: none"> • The three different forms of the Penitential Act • Vocabulary, signs and symbols associates with Introductory, Communion and Concluding Rites. • How giving and receiving are expressed in the Introductory, Communion and Concluding rites. • Ways we think about life in the Introductory, Communion and Concluding rites • How the Our Father is a challenging prayer. • Ways in which we can live and grow in communion. • The Bread and wine become the Body and Blood of Jesus • Ways in which we can glorify the Lord in our lives 	<p style="text-align: center;">Self-Discipline</p> <ul style="list-style-type: none"> • Lent begins on Ash Wednesday when Christians are called to repent and turn away from sin • Lent is a time for self-discipline through prayer, fasting and almsgiving, a time to think of others • Living in God’s way by loving enemies • The events of Holy Week, including Maundy Thursday and Easter Triduum. • The story of the Passion and death of Jesus (Stations of the Cross) • The Resurrection of Jesus to new life on Easter morning.
Lesson Sequence	<ul style="list-style-type: none"> • Can I explore why I think Jesus chose people to help him using Mark 3:13-19? • Do I know that the parish is a Christian community in a local area and that they are part of a parish? • Do I understand the different roles of people within the parish, including the laity and the ordained ministers? • Can I explore the differences different ministries make in the community using Acts 6:2-13, 7:57-60? • Do I understand how Saint Paul invites us to be whole-hearted and enthusiastic members of the community using Romans 12: 8-11? • Do I know why the church community comes together to celebrate a person’s life, understanding why symbols are important? (Explore the different celebrations throughout a person's life but the main focus on the funeral) 	<ul style="list-style-type: none"> • Can I explain why there is an introduction at the beginning of the Eucharist? • Can I explore Matthew 5: 45-58, and explain why is the mass an occasion to help us reflect on our daily life? • Do I know the Penitential Act, and why is it at the beginning of the Mass? • Can I explore the different elements of the Communion rite, focusing on why they are important? • Can I explain why the Our Father is a challenging prayer? • Can I explore what Saint Paul is saying in Romans 12: 8-11? 	<ul style="list-style-type: none"> • Can I explain the importance of Ash Wednesday and the symbols used during this day? • Can I explore how Lent gives Christians an opportunity to make changes in their lives to become more like Jesus? • Do I understand what Luke 6:27-28, 32-36 is telling us about God’s way? • Can I explain the importance of the washing of feet on Maundy Thursday and that this is part of the Easter Triduum? • Can I explore how the four Gospel writers tell the story of the Passion and Jesus’ death, each highlighting a different message? • Do I recognise how people felt when they found Jesus’ tomb on Easter morning?

The Big Question	What helps to make a community? Why do people give up their time to help others in the community?	Why is it important to live in Communion? Is it more important to give or receive?	Is self-discipline important in life?
Key Vocabulary	commitment, parish, laity, ministry, extraordinary ministers, Deanery/ Pastoral areas, service, funeral rites	Eucharist, Penitential Act, Lamb of God, Communion Rite, Sign of Peace, community, giving, receiving	Lent, fasting, almsgiving, Easter Triduum, stations of the cross, Resurrection, Easter, potential, effort, self-discipline, prayer
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Year 4 Curriculum	Summer		
Topic Titles and Knowledge Outcomes	<p style="text-align: center;">New Life</p> <ul style="list-style-type: none"> The story of Pentecost and how the Holy Spirit gave courage to Peter and John to bear witness to Jesus How the Ethiopian received the new life of Jesus The story of Paul and how he spread the good news How the Holy Spirit gave Paul the new life in Jesus How Christians can continue to spread the Good News 	<p style="text-align: center;">Building Bridges</p> <ul style="list-style-type: none"> The meaning of the story of The Lost Sheep The Sacrament of Reconciliation brings us back to God who forgives us and absolves us from our sins Sin and the importance of examining your conscience The greatest commandment – love God and others Other names for the Sacrament of Reconciliation The meaning of contrition and of absolution 	<p style="text-align: center;">God's People</p> <ul style="list-style-type: none"> Which of the people you have learnt about shows you most what God is like and why? What is the Communion of Saints? What is a martyr? Something of the life and work of Oscar Romero, Nitu, Blessed Teresa or Martin Luther King and how their religious belief shaped their lives. How ordinary people do extraordinary things.
Lesson Sequence	<ul style="list-style-type: none"> Do I understand the effect of receiving the Power of the Holy Spirit had on the friends' lives? Can I explain how the Holy Spirit gave courage to Peter and John? Do I know who Philip was and what happened to him on the way to Gaza using Acts 8: 26-30, 34-38? Can I explain who Paul(Saul) was and how he changed? Can I explore Paul's journey and how he spread the 'Good News'? Can I explore what you think Paul expected when he set off on his journeys and how he was able to cope? 	<ul style="list-style-type: none"> Can I explain how the story of The Lost Sheep links to the Sacrament of Reconciliation? Can I explore Mark 12: 30-31, why Jesus said this and what this means for us? Do I recognise the word contrition and the important role it plays in reconciliation? Do I understand that there are two different ways of celebrating the Sacrament of Reconciliation and the importance of both of these ways? Do I understand why the priest's words of absolution are an important part of the Sacrament of Reconciliation? Can I explore why it is important for Christians to build bridges, and explore how we can use Pope John 	<ul style="list-style-type: none"> Can I explore why some people are given the title of saint because of the life they have led and how we can live more like God would like using 1 John 3:1-3? Do I understand why Pope Benedict says that some people do not find true happiness? Can I explain what made Oscar Romero extraordinary? Can I explain what Paul means in his letter to the Corinthians using 1 Corinthians 12: 4-30? Can I explore the Blessed Mother Teresa of Calcutta story and why Pope John Paul 2 decided to take steps to name her a saint? Do I know the story of Martin Luther King and what he did?

		Paul 2 visit to his assassin as an example using Colossians 3: 12-15?	
The Big Question	What is so important about new life? Can good news bring new life?	Why are bridge-builders important in life?	Why do some people do extraordinary things?
Key Vocabulary	Good News, resurrection, Pentecost, Holy Spirit, life, fellowship	contrition, absolution, Sacrament of Reconciliation, examination of conscience, sin, penance, confession	ordinary, extraordinary, admire, saint, martyr Communion of Saints, peace, justice
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.		
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