

# St Thomas More Catholic Primary School



## RE Policy

Review: Annually

Reviewed: Summer 2023  
Next Review: Summer 2024

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

## Our Mission Statement

‘Share the light of Jesus by learning together and loving others’

## Mission Statement

At St Thomas More Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of God, The Gospel and in the practice of their faith.

The school will help the children to develop fully as human beings and prepare them to undertake their responsibilities as Catholics in society.

We are inspired by our Catholic faith and the Gospel vision of love, equality, justice, reconciliation, mutual respect and service.

We seek to create a community which:

- offers opportunities for all pupils and staff to aspire to achieve our God given potential
- is a place where our pupils can flourish and grow emotionally, academically, spiritually, physically, morally and socially
- offers opportunities for individuals to strive for excellence, enlightenment and understanding
- ensures every individual feels safe and valued
- provides a centre of excellence where our pupils can learn to become active members of society

**Our Aims for this policy are to incorporate our new values within a Christian Ethos and to:**

- Create a happy, stimulating, safe environment which allows children to be creative and flexible, whilst reaching their full potential
- Celebrate cultural diversity within our school and the wider community
  - Promote and model equality, encompassing race, gender and creed
  - Develop respect for themselves and others by providing good role models within the school structure who display respect, compassion, honesty and forgiveness

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

towards individuals, personal belongings and the communal environment

- Encourage children to have the confidence to express themselves without fear of ridicule
- Encourage perseverance and commitment through the home-school contract
- Enable children to develop the necessary skills to overcome challenges they may face and enjoy the fruits of their success
- Ensure that each child has equal access to the curriculum

Through the above aims, which incorporate our values with a Christian Ethos we will develop the whole person and raise standards in our school

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

## Introduction

At St Thomas More we aim to develop the children's faith in the knowledge that they are very special in God's eyes and that other people are too. Therefore, they will learn and understand, through the ethos of the school that reflects God's Gospel values, to respect all pupils as well as the individual talents within each of them. We are all different, but are all made in the image and likeness of God. Children develop their learning through a distinctive Catholic Education whilst developing their own unique relationship with God. Parents are recognised as the first educators of the child and therefore there should be a dynamic interaction between the home, parish and school for the whole child to develop. For all our children, the religious teaching will form the foundation for their beliefs and values in the school community as well as the wider community.

## RE curriculum

St Thomas More uses the Come and See Curriculum as a framework to provide children with rich and creative lessons and opportunities. This scheme enables teachers to adopt a variety of teaching methods. Links are made with the children's own experiences leading to the universal experience. Through Bible stories, other stories, film, photographs, art, poetry and music, children learn about the Catholic faith and are invited to share their own experiences. Skills, such as observing, questioning, discussing, evaluating, comparing, justifying, interpreting, analysing and reflecting are all encouraged. Drama, displays and assemblies lead children to a deeper understanding of the topic. Sensitivity to others' points of view is fostered throughout the curriculum, but especially in R.E. discussion.

Religious Education is part of the whole school experience. There are opportunities for religious and moral teaching points to be made in subjects across the curriculum. It is through careful teacher intervention at the crucial moments that a child's faith can be deepened and developed.

Teachers are encouraged to prepare a creative curriculum for RE involving art, drama and role play, discussion and familiarity with the Bible. They use websites and videos as well as interactive activities on the Smartboards. Teachers are provided with resources to supplement their lessons such as internet resources, books, icons, statues, posters, candles, drapes, and objects which are kept in the RE cupboards. Visitors are encouraged into school to develop the children's learning further. Teachers are encouraged to take children on visits to different places of worship to deepen their knowledge and show respect for other beliefs in the community.

The topics follow the Come and See syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Myself God made us and he loves each of us	Welcome Advent/ Christmas loving- Waiting	Birthdays Gathering Gathering as a family and a community	Growing Lent/ Easter New life	Good News Celebrate The Good News of the Holy Spirit coming	Friends Being a friend of Jesus of Our World- Universa l Church Other Faiths
Year 1	Domestic church/ family- Topic 2: Baptism/ confirmatio n belonging	Judaism Advent/ Christmas loving- Waiting Advent a time to look forward to Christmas	Local church community - Special people in the parish family Topic 2: Eucharist relating- Meals Mass, Jesus' special meal	Lent/ Easter giving- Change Lent a time for change	Pentecost serving- Holidays & Holydays Pentecost: feast of the Holy Spirit Topic 2: Reconciliation inter-relating- Being sorry God helps us to choose well Sacrament of Reconciliation	Other Faiths RE- Universal Church World- Neighbour s Neighbour s share God's world

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

Year 2	- Domestic church/ family- Beginnings God at every beginning Topic 2: Baptism/ confirmation belonging- Signs & Symbols Signs & symbols in Baptism	Judaism Advent/ Christmas loving- Preparation s Advent: preparing to celebrate Christmas Judaism	Local church community - Books The books used in Church Topic 2: Eucharist relating- Thanksgiving Mass a special time for saying thank you to God for everything especially Jesus	Lent/ Easter giving- Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' life	Pentecost serving- Spread the Word Pentecost a time to spread the Good News Topic 2: Reconciliation inter-relating- Rules Reasons for rules in the Christian family sacrament of Reconciliation	Other Faith Universal Church World- Treasures God's treasure; the world
Year 3	Domestic church/ family- Homes God's dream for every family Topic 2: Baptism/ confirmation belonging- Promises Promises made at Baptism	Judaism Advent/ Christmas loving- Visitors Advent: waiting for the coming of Jesus	Local church community- Topic 2: Eucharist relating- Journeys Christian family's journey with Jesus Listening & sharing Jesus gives himself to us in a special way	Lent/ Easter giving - Giving all Lent a time to remember Jesus' total giving	Pentecost serving- Energy Gifts of the Holy Spirit Topic 2: Reconciliation inter-relating- Choices The importance of examination of conscience Sacrament of Reconciliation	Other Faith - Universal Church World- Special Places Holy places for Jesus & the Christian

Year 4	Domestic church/ family- People The family of God in Scripture Topic 2: Baptism/ confirmation belonging- Called	Judaism Advent/ Christmas loving- Gift God's gift of love & friendship in Jesus	Local church community - Community life in the local Christian community : ministries in the parish Topic 2:	Lent/ Easter giving- Self discipline Celebrating growth to new life	Pentecost serving- New Life To hear & live the Easter message Topic 2: Reconciliation inter-relating- Building bridges Admitting wrong, being	Other Faith Universal Church World- God's people Different saints show people what God is like
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St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

	Confirmation : a call to witness		Eucharist relating- Giving & receiving Living		reconciled with God and each other Sacrament of Reconciliation	
Year 5	Domestic church/ family- Ourselves Created in the image & likeness of God Topic 2: Baptism/ confirmation belonging- Life choices Marriage Commitment and service	Judaism Advent/ Christmas loving- Hope Advent; waiting in joyful hope for Jesus; the promised one	Local church community- Mission Continuing Jesus' mission in diocese (ecumenism) Topic 2: Eucharist relating- Memorial sacrifice : The Eucharist the living memorial of Jesus' sacrifice	Lent/ Easter giving- Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Pentecost serving- Transformation Celebration of the Spirit's transforming power Topic 2: Reconciliation inter-relating- Freedom & responsibility Commandments	Other Faith Universal Church World- Stewardship The church is called to the stewardship of Creation
Year 6	– Domestic church/ family- Loving God who never stops loving Topic 2: Baptism/ confirmation belonging- Vocation & Commitment The vocation of priesthood and	Judaism Advent/ Christmas loving- Expectation Jesus born to show God to the world	Local church community - Sources The Bible, the special book for the Church Topic 2: Eucharist relating- Unity Eucharist enables people to live in communion	Lent/ Easter giving- Death & new life Celebrating Jesus' death & resurrection	Pentecost serving- Witnesses The Holy Spirit enables people to become witnesses Topic 2: Reconciliation inter-relating- Healing Sacrament of the sick	Other Faith Universal Church World- Common good Work of the Worldwide Christian family

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024



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St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

## OTHER FAITHS

The church teaches that we are called to listen and be ready to learn from those of other faiths. As Catholics we must respect people of other faiths. The other faiths are taught discretely. The teaching will be of the key concepts of that religion.

Formal teaching of other faiths begins in Year 1. However children in EYFS are introduced to these faiths in line with the school policy through play, art and role play.

Rolling programme of 3 years

Judaism
Islam
Sikhism

Classes are taught specific aspects of the faith to ensure a progression of knowledge through the year groups.

Multicultural books and artefacts are available in RE resources and the library.

Teachers are also encouraged to take their classes to visit places of worship.

Visitors from other faiths come into the school and deliver assemblies on their religion focusing on differences but also on the many similarities between different faiths

## MASSES, COLLECTIVE WORSHIP, PRAYER AND ASSEMBLIES

Please read in conjunction with the Collective Worship policy

Our school believes that prayer is a response to God in love and praise so it is important that children develop a personal relationship with God.

We feel it is important for the children and the staff to pray together to foster a sense of communal faith and helping them to be aware of God's presence in their lives. We believe that worship in a Catholic school is concerned with giving thanks, praise and petition. It is our loving response, in word and action to God's invitation to enter into a relationship. Younger children need to hear adults pray in a language they can understand. Teachers may allow time for prayer at any time that they feel would be appropriate with the children.

Mass is celebrated in school at the important times of the Church's Liturgical calendar and occasionally at church. Masses are also said for Holy Days of Obligation, if possible. KS2 prepare, read and attend Stations of the Cross at the Church during Lent. There is time for quiet and spiritual reflection during this.

The prayer garden is used for quiet prayer, reflection, collective worship and RE lessons.

The Parish priest comes into school during Advent and Lent and children are provided with the opportunity of receiving the Sacrament of Reconciliation.

We hold a weekly awards assembly during which pupils' achievements inside and outside school are celebrated. Every year Foundation Stage and KS1 put on a Christmas Nativity production.

Parents and

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

Parishioners are always invited and these events are very well attended. Notre Dame also holds an annual Carol Concert and Harvest festival. Class assemblies are held where parents and parishioners are invited. The children share what they have been learning in class, especially RE and they are invited to attend.

Prayers are said regularly. Teachers start the school day with a prayer, Grace before meals is said and the school day finishes with a prayer. Prayer is also a significant part of a religious education lesson. Each lesson starts with a period of class prayer, music and reflection led by the teacher. A prayer area dedicated to Our lady has been created outside the office and children are invited to pray, as well as write/draw their prayers in a book. Some of these prayers are read out at the awards assembly. Children take home their class prayer book each night to write a prayer and then share with the class the following day. The parents can support their children in this as well as help to write a prayer in the language that they speak at home.

**Appendix 1** shows the wording of each prayer used in school. Prayers are displayed in each classroom and in the main hall.

Children should be encouraged to use many ways of meeting God in prayer:

- Prayer in silence
- Spontaneous prayer
- Prayer through gesture e.g. singing
- Vocal prayer
- Prayers said during Mass

## **RELATIONSHIP AND HEALTH EDUCATION**

At St Thomas More we are following in the Ten Ten programme of Life to the Full as recommended by Southwark Diocese. Life to the full goes beyond a series of lessons - it is an entire platform of creative resources that will engage, inform and inspire the children, parents and staff. Lessons taught, are based on the physical, social, emotional, intellectual and spiritual development of the children. Teachers will teach the objective and the lesson as prescribed but can be flexible with the activities as long as they match the objective. The lessons will be taught in accordance with the teachings of the Church. They will be age appropriate and meet the needs of the pupils. This programme will complement the teaching at home. We recognise parents as the first educators of their children and therefore will be consulted during the process introducing and embedding this curriculum. Parents have access to the online portal and are able to see clearly what is being taught.

## **ASSESSMENT**

Children are assessed in their progress in RE termly. The judgements are made on a wide variety of evidence, based on the new end of year descriptors.

Foundation stage provide evidence of work from each topic which can include photographs and is related closely to Understanding the World

At the end of each term the children's attainment is given to the RE co-ordinator. The data is

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

analysed and is used to inform future planning and teaching. Children are tracked to ensure they make progress. Moderation of these standards is carried out in staff meetings to ensure consistency across the school.

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

Judgements for each child should be made by the teacher by drawing on a range of evidence produced by the children in the normal everyday teaching. Evidence may include work from RE books, Big RE books, comments or answers made by a child during lessons.

## **MARKING IN RE BOOKS**

Each piece of work is marked recognising the distinct nature of RE and appropriate targets are given

**Appendix 3** shows examples of comments that can be used when marking RE books. Only Religious vocabulary should be corrected.

## **DISPLAYS/FOCAL POINTS**

Each classroom has a crucifix and a prayer corner. The focal area might include candles, prayer boxes, statues, pictures, icons, posters, bible quotations, driver words and the focus is changed throughout the liturgical year. Green cloth is used for Ordinary Time, purple for Advent and Lent.

Each classroom should have an RE display and the main hall display board reflects the catholic ethos of the school. In the corridor there is also a display board which is updated regularly with RE events that the children have taken part in. The corridor displays show the name of the saint of each class and the children have created art work and written work to illustrate their knowledge and understanding of their own class saint. In the infant area of the school there is a display of other faiths and show case work from across the school. Displays should be relevant to the topic being studied or the liturgical season. Displays, artwork, posters and artefacts are exhibited throughout the school to contribute to the overall Catholic ethos of Notre Dame Primary School..

## **PARENTAL INVOLVEMENT**

Parents are invited to attend school and church Masses, productions and assemblies. They are informed about any special events during the year. This is changed to a Nativity set during Advent and Christmas. A lot of charity work is done in school. We have annual fundraising days and collections for Cafod, anti bullying charities, Children in Need and Christmas Jumper day.

The school subscribes to the Wednesday Word, which encourages children and parents to spend time together at home discussing the Gospel's message and this is read and discussed as part of Collectve Worship sessions in school.

## **SCHOOL PARISH LINKS**

The Parish Priest visits the school regularly to celebrate Mass, celebrate the Sacrament of Reconciliation with children and to meet with children on an informal basis. Children preparing for the sacraments of Reconciliation and Eucharist are expected to attend the local parish classes, organised by the Parish Priest. The children attend Masses regularly in the Church, prepare and lead Stations of the Cross.

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024

**Appendix 1:** Prayers said across the school

**Appendix 2** shows examples of comments that can be used when marking RE books. Only Religious vocabulary should be corrected.

**Appendix 3:** The new End of Year Progress descriptors

Appendix 1

**Prayers**

Every class will offer morning, lunch and end of day prayers in their classrooms. These are not set prayers. Each class has their own prayers.

**The Our Father**

Our Father, Who art in heaven,  
hallowed be Thy name.  
Thy kingdom come,  
Thy will be done, on earth as it is in heaven. Give us this day our daily bread; and forgive us  
our trespasses  
as we forgive those who trespass against us; and lead us  
not into temptation, but deliver us from evil.  
Amen

**Hail Mary**

Hail Mary, full of  
grace.  
The Lord is with thee.  
Blessed art thou among women, and  
blessed is the fruit of thy womb, Jesus.  
Holy Mary, Mother of God,  
pray for us sinners,  
now and at the hour of our death.

Amen

## Appendix 2

### RE Marking Suggestions for Comments and Question

The comments being made at the moment are very positive and often link to the moral aspects of what the children have been learning about. I suggest continuing to comment and adding a question which the children will respond to (in writing).

Some suggestions:

Recount (Bible story/comprehension) – obviously this depends very much on the story but some questions that could apply to many stories are...

- Why do you think X did this?
- What would you have done if you were there?
- Which person do you see yourself in? Why?
- How did God work in this story?
- How did God show us his love in this story?
- What does this story tell us about how to live our lives/friendships/relationship with God/relationships with our family?
- How do you feel about X in this story?
- Why did Jesus perform this miracle? Does he ever perform small miracles for you?
- Do you have things about you that you would like to change? How can God help you?
- Who really listened to God/Jesus in this story?
- How can you help other people listen to Jesus' teachings?
- How can you put these teachings into practice at school/at

home? Which seed/fruit/tree etc. (parables) are you?

What have you learnt about .... (love/forgiveness/the Church etc.) today?

Why do you think ..... happened in the story?

- How do you think X felt in this story?

### **Prayer**

- Have you said this prayer again?
- Have you said it with your family?
- What else could you thank God for?
- Has anything happened in the last week that you would like to thank God for? Is there anything else you would like to pray for?
- Has God answered your prayer? How?
- How does saying this prayer make you feel?
- Does God listen to you when you pray? How do you know?
- How could you show the people you have prayed for that you love them?

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2024





**End of Year Progress Descriptors**

Year Group	End of Year Expectation	Knowledge and understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for:
EYFS	Expected	<ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Use a variety of materials, tools and techniques to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories develop their own narratives and explanations of religious stories by connecting ideas and events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or their own religious stories.</li> <li>• Listen, talk about and role play similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about.</li> <li>• Ask wondering questions about the areas of study and recognise that some of them are difficult to answer.</li> <li>• Talk about their own feelings, experiences and thing 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>	<ul style="list-style-type: none"> <li>• Listening to a different point of view</li> <li>• To be able to talk about the hymns they sing and the prayers they say.</li> </ul>

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

		<p>themselves and others and families, Church communities and Church traditions.</p>		
		<ul style="list-style-type: none"> <li>• Listen, talk about and role play how people behave in the local, national and universal Church community</li> <li>• Listen, talk about key figures in the history of the People of God.</li> <li>• Listen, talk about religious signs and symbols used in worship, including the celebration of the sacraments.</li> <li>• Use religious words and phrases</li> </ul>		

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

### Knowledge and Understanding

**To be able to listen and talk about religious stories and then respond relevantly, using a range of ways to express their recognition of the stories.**

Though a series of prompts and resources the children will be able to talk about the stories they have heard. They will be able to use images to support their responses. They will appreciate that stories about Jesus and His life are religious stories. They will understand the relationship between Mary and Jesus and that Jesus is the Son of God. They will be able to express an understanding that God loves us all.

**Express their own ideas and feelings about religious stories, with explanations, linking their ideas and experiences to the scripture source used.**

The children would be able to talk about how Jesus can help them to be a good person and refer to the stories they have heard. They could use resources to talk about key events in stories and how they can use these to be more like Jesus. The children will use the scripture to talk about the Good News, how Jesus teaches us about his Father and the message Jesus has for them. They will be able to talk about how they build a relationship with Jesus.

**The children will be able to engage in discussions about themselves and others and how they differ, how people behave in the local and universal Church.**

They will be able to recognise that Sunday is a special day and that we come together as God's family. They will be able to appreciate that liturgical celebrations can take place in a variety of settings. They can speak about how people in a parish family share a similar set of beliefs and care for each other.

**The children will be able to engage in discussions regarding the figures in the People of God and the religious signs and symbols used in worship and the sacraments.**

### Engagement and Response

**To be able to wonder about areas of study and understand that some may not have a simple answer.**

**To be able to pose and answer questions about their own and others' feelings and experiences.**

Year Group	End of Year Expectation	Knowledge and understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for:
Year 1	Expected	<ul style="list-style-type: none"> <li>• Recognise religious stories.</li> <li>• Recognise religious beliefs.</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe different roles of some people in the local, national and global Church.</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about.</li> <li>• Talk about their own feelings, experiences and the things that matter to them.</li> <li>• Reflect quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a different point of view</li> <li>• To be able to talk about the hymns they sing and the prayers they say.</li> </ul>

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

### Knowledge and Understanding

**To be able to recognise and retell some religious stories, with reference to religious events and people.**

In order to achieve this, the children should be introduced to a range of stories about religious events and people. If working within the Expected band, the children should not be Expected to fully retell the story but recognise the religious aspects. If they are moving beyond the Expected and into Exceeding, the children will be able to retell stories, at a depth appropriate to their age. They will also recognise key figures among the People of God. Those Exceeding will recognise the life and history of these people.

**Expected – To hear and recognise the stories. Exceeding  
– To retell a range of stories.**

**The children will have recognition of some religious signs and use some of the language.**

At this level, the children will not need to demonstrate understanding, they will simply need to be able to recognise them and use words and phrases. An example of this would be to be able to make the sign of the cross and say thank you to God. The more able will start to be able to describe some of the symbols and actions that they are using. There is still no need to explain them at this stage.

**The children will be able to identify and recognise that people act in certain ways because of their religious beliefs. They will also start to describe some of the ways that people do this.**

The children will be able to show an awareness of some religious practice. They will appreciate what people do. An example of this would be a recognition that people go to Mass on Sunday or they live their lives as followers of Jesus. As they start to move towards Exceeding, they will start to add a level of description to their understanding of religious practice.

### Engagement and Response

**The children will need to be able to discuss and share their own personal feelings and experiences.**

At this level, the children should be able to share their own experiences and events that are relevant to their own lives. At Expected the children could refer to events such as their birthday or about occasions where they are happy. If they are moving towards the top end of Expected, into the Exceeding band, they may start to consider the experiences of others.

**The children will be able to express and talk about the things that they consider and wonder about.**

To be working at Expected, the children have to be able to demonstrate that they have a sense of awe and wonder related to the world around them. In order to do this the children will need to be physically exposed to these wonders and to be able to comment on what they feel and see. The use of all

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

the senses would provide great assessment opportunities and evidence. As they move towards Exceeding, the children will be able to ask and respond to these types of questions and appreciate that some are difficult to answer.

Year Group	End of Year Expectation	Knowledge and Understanding:	Engagement and Response:	Provide opportunities for:
		(Learning about)	(Learning from)	
Year 2	Expected	<ul style="list-style-type: none"> <li>• Retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>• Describe some of the actions and choices of believers that arise because of their faith.</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 global Church</li> <li>• Describe some religious symbols and steps involved in religious actions and worship, including the celebration of the sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer.</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> <li>• Participate in periods of reflection in response to given stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding to a variety of points of views.</li> <li>• Asking and responding to questions about prayers, hymns and age appropriate Scripture stories. (Children working at a greater depth would be able to respond to a wider range of sources; artefacts, images and sacrament.)</li> </ul>

## Knowledge and Understanding

**To retell some special stories about key religious events and people.**

To secure this level and be working at Expected, the children will have the ability to retell a story, at a depth that is appropriate to their age.

**To be considered a securely in the Expected range, the children, in addition to using religious words and phrases, will be able to describe some of the actions and symbols.**

To be a securely Expected, the children will describe the actions and symbols. They will still not have to explain them at this stage. An example of this could be to describe how we genuflect to the tabernacle. They will recognise individuals in the local, national and global Church, with some appreciation of their roles. Those moving to greater depth will be able to link symbols to religious actions and worship.

**In order to achieve Expected, the children will be able to describe some of the ways in which believers live out their faith.**

The extension towards Exceeding, is the addition of description in their work. If they are working at Expected, the children will be able to describe what happens in church and also, for example, describe how people show, through their actions, that they are trying to live their lives as followers of Jesus.

## Engagement and Response

**The children are able to respond to questions posed about their own experiences and those of others. They will also start to pose questions of their own.**

In working securely at Expected, the children will demonstrate the ability to interact with others. This will allow the children to engage in dialogue with their peers, sharing their experiences and feelings. Circle time would provide the opportunities for the children to share their feelings regarding key events and experiences in their lives and the lives of others. The children deemed to be Exceeding will be able to pose questions about their learning and base their questioning on sound reasons.

**To demonstrate working comfortably at Expected, the children will be asking questions about the things they wonder about. They will also have an appreciation that many of these questions are difficult to answer.**

During circle times and other opportunities for discussion the children will be prepared to question the elements that they wonder about and what causes them awe and wonder. The second element of this would be for them to recognise that there may not be simple answers to these and that they may come to the answers through careful thought and discussions. Some examples of the things that the children may wonder about could be the stars and planets, the origin of life and the environment. Children working to a greater depth will be able to justify the questions they ask regarding their feelings and experiences.

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

Year Group	End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 3	Expected	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church.</li> <li>Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions.</li> <li>Use a wider range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to a variety of points of views, supporting these views with reasons and justification.</li> <li>Making links to Scripture to support a point of view.</li> <li>The chance to express a preference</li> </ul>

**Knowledge and Understanding**

To retell some special stories about key religious events and people. As they move towards Expected, the children will be able to start to make some links between the stories that they encounter. They will also be able to link these stories to a basic religious belief.

To secure this level and be working at Expected, the children will have the ability to retell a story, at a depth that is appropriate to their age. In order for



the children to be considered moving into Expected, the children will, more consistently and in a range of contexts, be able to link the story to the religious belief. For example, they will be able to make a link between the story of the birth of Jesus and the religious belief that Jesus was the Son of God. They will also recognise the significance of the key Figures in the history of the People of God

**Expected – To retell a range of stories.**

**Moving towards Exceeding – To be able to make links between religious stories and beliefs, giving reasoned responses that are justified with evidence.**

**The children will begin to develop further their range of religious vocabulary in the way which they use to give reasons for religious actions and symbols.**

To be developing or moving into Expected, the children will be able to simply explain why particular actions and symbols are used. As well as being able to describe the sign of the cross, the children will attempt to explain why it is used. The children will have the ability to describe the different roles of people in the local, national and global Church.

**Expected – To use religious words and phrases to describe some religious actions and symbols.**

**Moving towards Exceeding – To use developing religious vocabulary to give reasons for religious actions and symbols.**

**The children will be able to describe, in more detail, the ways in which believers live their lives. As they move into securely Expected, they will need to start to consider the reasons behind these actions.**

If the children are deemed to be working towards the top end of this level, then the focus should be on the ability to reason and to show a greater degree of understanding. The key point will be to recognise why people perform actions. They will have to consider why people go to church and why they seek to live their lives in a certain way.

**Expected – The children have to describe some ways in which religion is lived out by believers. Moving towards Exceeding – To be able to give reasons for the actions of believers.**

### Engagement and Response

**As well as being able to respond and pose questions regarding their feelings and experiences. As they move towards Exceeding, the children will start to make links and start to explore why they and others act in the ways that they do.**

The children will be able to use discussion time to share why they respond in the ways that they do. If they are working at the higher level here, they may be able to demonstrate that they are able to consider how this is linked to beliefs.

**Expected – The children are able to ask and respond to questions about their own and the others’ experiences and feelings. Moving towards Exceeding – To be able to make links to show how feelings and beliefs affect their behaviour and those of others.**

**To start moving into Exceeding, the children will still continue to ask questions about the world around them. They will become more adept and finding the answers to the questions they pose. Additional to this they will begin to recognise that others may have other ideas and answers. They will be able to start considering and comparing these.**

In order to evidence the ability to work at this standard, the pupils will be able to engage in discussions at a more sophisticated level. The responses that they give will be more considered. They will have the opportunities to weigh their answers against those of others and begin to reach decisions and fit answers to some of the more complex issues. In order to evidence work and responses at the required level, the children need to have the opportunity to compare and challenge the opinions of their peers and come to conclusions.

**Expected – The children will be able to ask questions about what causes them wonder and recognise that many of these questions are difficult to answer.**

**Moving towards Exceeding – As well as asking questions and recognising the difficulty of finding answers to some, the children will be able to recognise that there are differing views and they will be able to compare and consider them. To Exceed, these children will clearly link feelings and beliefs and their behaviours and those of others. These links will be supported with evidence.**

Year Group	End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
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St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

Year 4	Expected	<ul style="list-style-type: none"> <li>Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs.</li> <li>Make links between beliefs and life, giving reasons for actions and choices.</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others.</li> <li>Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to a variety of points of views, supporting these views with reasons and justification.</li> <li>Making links to Scripture to support a point of view.</li> <li>The chance to express a reasoned preference</li> </ul>
		<ul style="list-style-type: none"> <li>Explain what it means to belong to a Church community</li> </ul>		

### Knowledge and Understanding

**To be able to consistently and in a range of contexts make links between the stories that they read and the religious beliefs contained in them.**

In order to be considered securely at Expected, the children will be able to identify and recognise the religious beliefs that are linked to the stories that they are familiar with. The children will appreciate the role of the key figures in the local, national and global Church. They will understand, with reasoning, the actions of these individuals.

**The children will, more confidently, give reasons for religious actions and symbols, using a wider range of appropriate vocabulary.** The children will develop further their reasoning and the quality of their explanations for the existence and use of a range of religious symbols and actions. The children who are believed to be working at a greater depth, will be able to highlight links between the beliefs and sources and the actions of followers. They will demonstrate an appreciation that actions are a consequence of their beliefs.

**To demonstrate that they are working at Expected the children will have to support their understanding with clear reasoning.**

The key emphasis here is the move away from just describing the actions of believers towards the idea that the children are able to give reasons for the arguments and examples that they put forward. As an example, the children will be able to justify and reason as to why people try to live their lives in the way that Jesus wants them to. In all of these aspects the children will achieve this using an increasing range of religious vocabulary. For those children working at greater depth, they will demonstrate increasing accuracy and appropriateness

### Engagement and Response

**To be working securely at Expected, the children are able to show how their own and the decisions of others are guided by their beliefs.**

The key extension here is that the children are starting to make the links in their understanding. They are able to demonstrate they are starting to consider why they and others act in the way that they do. In order to evidence this the children could refer to how their beliefs direct them to be kind to one another. The children working at a deeper depth, can compare their responses to those of others.

**The children will be able to compare their own responses alongside the views of their peers. They will continue to challenge these**

**responses and recognise that the answers are difficult to find.**

To be shown working consistently at Expected, the children will be able to confidently discuss their questions and those of their peers. They will appreciate that people will have different responses to theirs. The children will have to be able to have the chance to explore these questions and respond with a level of evidence and justification for the answers that they give. They will have an appreciation of the views of others and understand that answers are difficult to come to. The more insightful will recognise that their own and others' decisions are guided and informed by beliefs and moral values. They will be able to evidence this thinking.

Year Group	End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 5	Expected	<ul style="list-style-type: none"> <li>Describe more complex scripture passages in a way that shows understanding of the scripture sources used.</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to a variety of points of views, supporting these views with reasons and</li> </ul>
		<p>Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs.</p>	<p>meaning and purpose.</p> <ul style="list-style-type: none"> <li>Show an understanding of how their own and others' decisions are informed by beliefs and values.</li> <li>Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci and stimuli)</li> </ul>	<p>justification.</p> <ul style="list-style-type: none"> <li>Making links to Scripture to support a point of view.</li> <li>The chance to express a reasoned preference and begin to arrive at informed judgements</li> </ul>

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

### **Knowledge and Understanding**

**To be able to consistently and in a range of contexts make links between the stories that they read and the religious beliefs contained in them. As the children move into Expected, the children will start to deepen their understanding of religious sources. They will also begin to draw on their own feelings and experiences in doing this.**

In order to demonstrate that they are starting to work consistently within the Expected range, the children will have to, in greater detail, describe events, stories and show greater understanding. They will also continue to develop further their understanding of the links and the relevance to their own lives. The children will be able to identify the links between a range of sources and the life and work of figures in the history of the People of God. They will also make links in the same way to individuals in the local, national and global Church. Those working at greater depth will be able to explain and express the links between beliefs and worship, beliefs and sources and life.

**In order to demonstrate the ability to work at this level, the children will be able to use religious terms to show an understanding of different liturgies.**

The focus here should be on the words liturgies and different. They will need to recognise that a liturgy is an act of worship. They will need to be aware of the different types. In order to be secure some description will be required to show a level of understanding. Examples of this would be to be able to understand what happens at the celebration of Mass and the baptismal liturgy. Those working deeper will be able to link all of the above aspects in relation to the development and practice of a range of worship.

**To be working at Expected, the children need to demonstrate a good level of understanding of how the religious beliefs shape the lives of believers.**

The key demand for Expected, is that the children are able to show a measure of understanding of how lives are shaped. This replaces the single focus on reasoning. The understanding must also be in sufficient detail and with a good level of explanation. To demonstrate this higher level, the explanation should be more detailed. The use of scriptural text should be present here to support their explanations. For example, they should know about the Body of Christ model.

### **Engagement and Response**

**At the lower edge Exceeding, the children are starting to demonstrate and show how decisions are informed by beliefs and values.** The fact that the children must show how decisions are informed by faith, means that they will need to have a deeper understanding than they did at. They will begin to explore a wider range of examples to evidence the comments and opinions that they offer. This is in addition to the skill of being able to make links. The children will be able to take ownership for the asking of questions, recognising that some of the answers are hard to get to and may not have a definitive answer.

**As the children begin to work at Expected, they will begin to engage with and respond to questions of life. They will now start to do this in the light of religious teaching.**

To be working at Expected, the children will be able to refer to and use their knowledge of religious teaching to support the comments that they make. They will be able to make the link and recognise how these religious teachings can be employed to develop their answers. The examples that the children may want to use could be the belief of Christians that God is the Creator and that God loves us. The children will show a confident understanding of how their own and others' decisions are informed and guided by their beliefs and moral values.



Year Group	End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response; (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 6	Expected	<ul style="list-style-type: none"> <li>• Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life.</li> <li>• Use a developing religious vocabulary widely, accurately and appropriately.</li> <li>• Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>• Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally.</li> <li>• Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers.</li> <li>• Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions.</li> <li>• Recognise and demonstrate some understanding, that some beliefs, practice and interpretations of</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching.</li> <li>• Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching.</li> <li>• Identify their own dispositions, personality, history and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value.</li> <li>• Explore how different situations are conducive to reflection and contemplation or prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing a different point of view</li> <li>• Use sources to support and favour some points of views.</li> <li>• Arriving at informed judgements. (Children working at greater depth will have the chance to debate and express original points of view. They will be able to use a wider range of sources and arrive at conclusions that are supported by evidence.)</li> </ul>

St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022



		<i>sources have developed over time.</i>		
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St Thomas More Catholic Primary School

RELIGIOUS EDUCATION POLICY 2022

### Knowledge and Understanding

**The children will be able to make consistent links between the stories they read and religious beliefs. They will have a greater ability to draw on their own experiences and the relevance that these stories have. The children will also start to explain how some of the religious beliefs they have studied arose.**

In order to achieve this level and be considered working at Expected, the children will be able to describe, with a deeper understanding, events, stories and individuals. For example, the children will be able to describe the birth of Jesus, the religious beliefs and also what this event means to them and other Christians. As the children move towards Exceeding, the children will start to use sources to explain the origins of religious beliefs. As part of this work, they will also be able to explain the meaning and purpose of Scriptural passages.

**The children will use a range of terms to demonstrate an understanding of different liturgies. They will also be able to describe and explain the meaning and purpose of these different liturgies.**

To be judged to be working at Expected, it is important, especially if the children are deemed to be moving into Exceeded, to not just demand a description of the different liturgies but to have an understanding of the meaning and purpose of these different acts of worship. The focus on the different forms of liturgies is still important. It is more than just what happens but also the meanings and purposes.

**The children should be able to demonstrate an in-depth understanding of how religious belief shapes lives.**

The children will appreciate the need to demonstrate a consistent level of understanding across a range of contexts and examples. As the children move towards Exceeding, they will need to consider the differences and similarities between peoples' responses to a range of social and moral issues and how their religious beliefs shape their lives. To enable the children to demonstrate this they will need to be given the opportunity to be involved in class discussions, looking at social and moral issues and commenting on why people may have different responses to these issues. Here, some children will be able to demonstrate knowledge and understanding of views and practices within and between religions. Part of this will involve an understanding of the differing forms of worship.

### Engagement and Response

**The children will evidence greater variety and range in showing how decisions are guided and informed by beliefs and values. As they move towards Exceeding, they will be able to explain what beliefs and values inspire and influence.**

The children will more clearly demonstrate not only how to make links but also to be able to show, through examples, an appreciation of how the beliefs and values influence their actions. As they move through the Expected range, they will be able to demonstrate this to a much greater depth.

In order to evidence aspects of working at Exceeding, the children will have to consider language such as explain, inspire and influence. Recognising and using this language suggests greater levels of understanding. The children will use a wider range of reasons and greater quality in their explanations. The

children working towards Exceeding will be able to reflect on their answers and those of their peers comparing the responses.

**As the children work consistently at Expected and start to move to Exceeding, they will be able to use their knowledge of religious teaching, more confidently, to support the responses which they give in both written and verbal forms.**

The children will be more confident in using a wider range of material linked to religious teaching to justify the responses that they give. In order to demonstrate that they are moving towards the Exceeding band, the children will respond in greater detail. They will have the ability to use scriptural texts to support their opinions. They will have the ability to address the beliefs of Christians relating to God as the Creator and human life. They will be able to recognise how religious beliefs answer questions about the purpose and meaning of human life. The children will show a confident understanding of how their own and others' decisions are informed and guided by their beliefs and moral values. Answers will be offered in the light of religious teaching.