

# RE AT SACRED HEART



The Gospel Values underpin all that we do at Sacred Heart. Our ethos and behaviour policy are based on Gospel values, with our mission statement being, 'Live, Love and Learn Joyfully in the Family of Christ'. The teaching of 'The Way, the Truth and The Life' constitutes the Church's teaching. This truth brings true freedom and the fullness of life for our children. In making Christ known to all children, constitutes the mission of the Church

In RE pupils need general skills such as gathering information, expressing ideas or evaluation of sources are learnt. Pupils' RE skills develop in cycles within the curriculum. As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of religion, and the similarities and differences between our Catholic faith and other religions.



RE plays a significant part in promoting citizenship through enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly.

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Teachers model respect of ideas and ways of working. Pupils are expected to show respect to others views, equipment, as well as having respect for themselves and value of what they have to offer to the class. Respect is developed at each phase of learning in RE.



Pupils are encouraged and supported to share their ideas and to 'have a go'. Through varied and frequent practice with increasingly complex problems over time, pupils will have the conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.



Engaging and stimulating religious education helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context.



RE offers opportunities for personal reflection and spiritual development. It enhances awareness and understanding of beliefs and the influence of religion on individuals, families, communities and cultures. Time for reflection is embedded throughout the lesson with own and feedforward marking.



Pupils of all abilities and backgrounds have a clear learning journey. They are encouraged to talk enthusiastically about their learning in RE and share ideas as well as know their next steps.



Opportunities will exist for pupils to be engaged through visiting speakers, drama activities, role playing, art work, exploring beliefs in creative and imaginative ways, writing activities, educational visits and studying religious artefacts.



At Sacred Heart we aim to instil a Growth Mindset, enabling pupils to be more open to learning, less afraid of failure, and more willing to embrace challenges as opportunities for self-improvement



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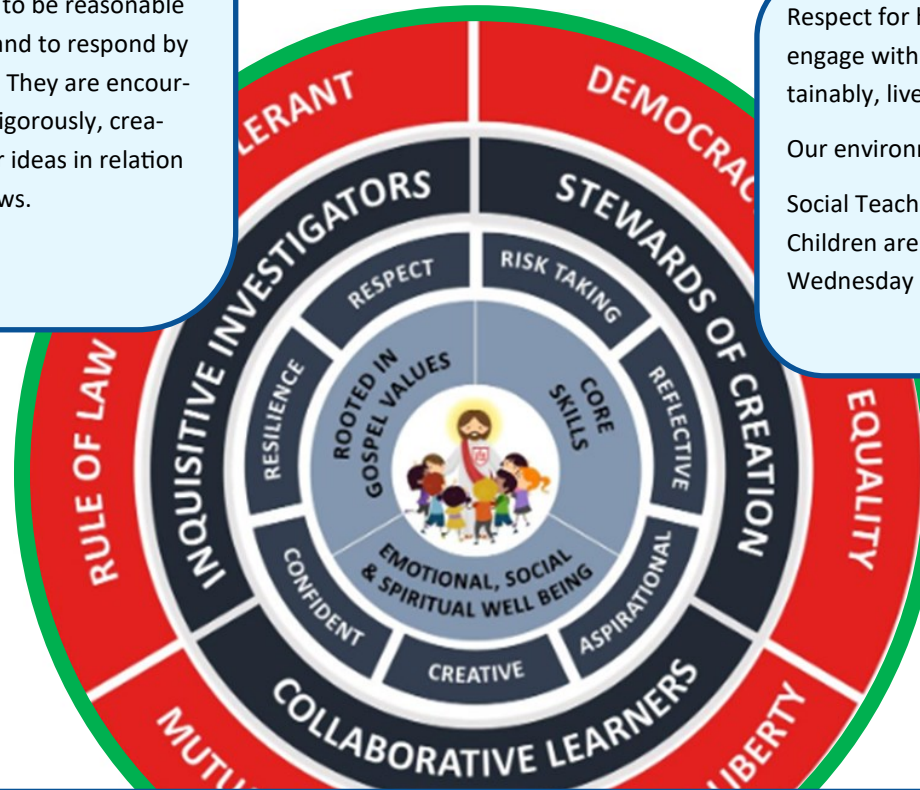


In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from

different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by gaining insights into their own and others' lives. They are encouraged to develop enquiring minds, and to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to their own faith, other religions and world views.

Respect for human life means respecting all of God's creation. We engage with our environment and take responsibility for it; live sustainably, live so that there are enough resources for everyone.

Our environment influences almost all of our lives and Catholic Social Teaching recognises that undervaluing makes us all poorer. Children are given opportunities to be part of the Eco- Club, Welly Wednesday and take care of our school and home grounds.



God made us to be part of communities, families and countries, so all people can share and help each other. There are many ways in which we develop that sense of community and family: Year 6 and YR buddies, House Captains and Groups, a Whole-class rewards systems, Charity work - whole school, Key Stage and House Captains. Within RE as a subject, teachers encourage collaborative learning. The more learners share their understanding with other learners, the more they grow their own skills of explanation whilst also helping their peers develop a greater understanding of the topic. Learning within a social setting is the most natural and significant way for children to grow their understanding. It helps to maintain motivation, and the children find satisfaction and pride in working ideas out together.

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This is achieved through equipping pupils with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society. A focus on world religions is supported by class visits to the Bhaktivedanta Manor in Watford or guest speakers linked to the faiths studied.

Sacred Heart promotes collaboration as a rich source of learning, with an emphasis on working with others and learning other languages which directly contributes to the appreciation of others perspectives on life

The importance of laws, whether they be those that govern the class, Behaviour Policy of the school, or the country are consistently reinforced throughout every day.

Our curriculum is designed to ensure pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our learning programmes and help reinforce this message.

In line with our commitment to democracy, pupils are always able to voice their opinions as we foster an environment where pupils can debate ideas and are safe to disagree with each other.

The value of giving is reinforced through the RE curriculum, CST and addressed by each year group age related standards, Chaplaincy and Mini Vinnies Teams across school.

All pupils are taught the importance of self-respect, honest and open communication with others and fair play.

Democratic values are an explicit part of the ethos at Sacred Heart.

All adults listen to the views of the pupils and value their opinions.

Pupils have further opportunity to have their voices heard through the School Council and pupil voice in RE.

The elections of School Council and House Captains are the result of pupil votes and these groups canvas the opinions of their peers.

The pupils vote for which Charity they wish to support, locally, nationally and globally

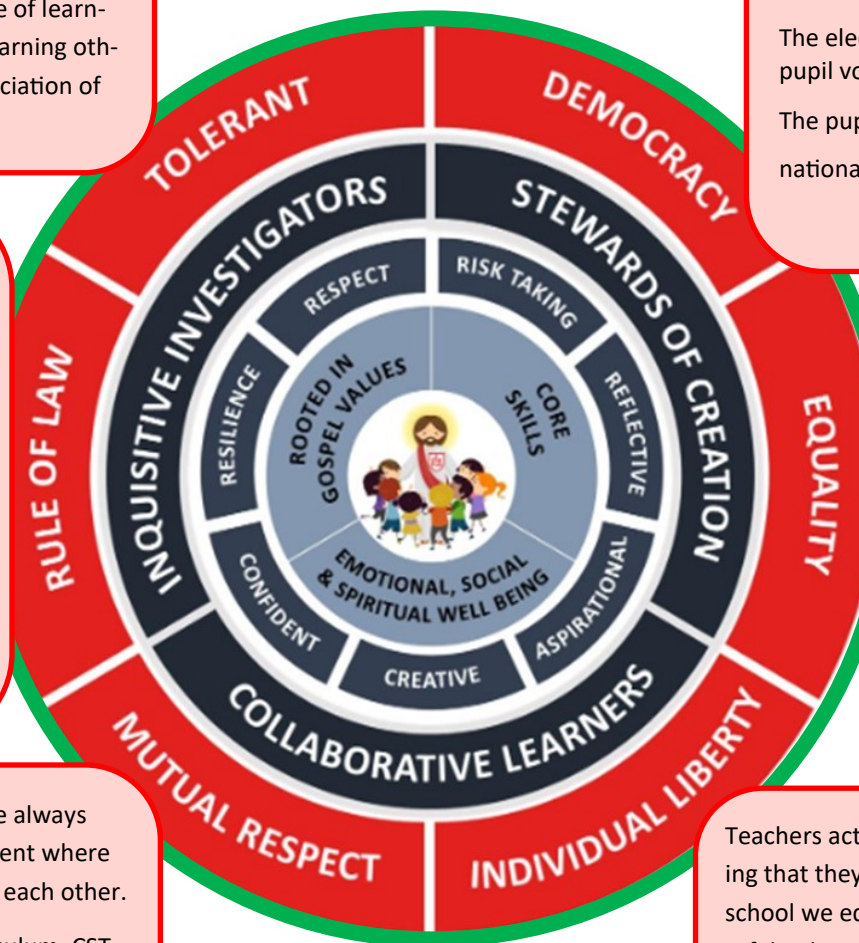
Teachers ensure that all pupils' contributions are valued and respected in RE as they draw and share on their own experiences and beliefs.

Teachers advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity.

Through focus weeks, such as Odd Socks Week and Kindness Week, we aim to highlight all of the things we value as a school that promotes equality and respect for all who serve in our school community

Teachers actively encourage pupils to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and an empowering education.

We encourage pupils to see themselves as unique individuals able to make a unique contribution to building community, for example through our School Council, Pupil Voice and our House Captains.





# SUBJECT INTENT

## RE



We aim for all pupils to be religiously literate, know their way around Scripture and traditions of the Catholic Church and we can consider how these impacts on their everyday life. We aim for pupils to be increasingly able to make links between aspects of scripture, worship, Church teaching and their own lives. We aim to ensure that through learning about aspects of faith they can make informed life decisions, impact positively upon society and focus on the Common Good in their everyday lives.



### Intent— We aim to...

To continue developing in the children a knowledge and love of God and Jesus Christ

To develop opportunities for contemplation, reflection and the growth of a personal prayer life

To provide the children with occasions and opportunities to experience love, care, concern, co-operation, re-

To provide the children with occasions and opportunities to experience love, care, concern, co-operation, respect, trust, honesty and truthfulness • To provide, as a school community, an ex-

To help the children to explore the beliefs, values, way of life of the Catholic tradition - the origins of the Faith, most specifically Jesus Christ, the Bible, the Liturgical Year, the Mass, Sacraments, traditional prayers, the lives of the saints and other people who have made a difference in the world because of their faith



### Implementation — How we will achieve our aims...

Consistent & systematic approach

In line with Bishops' Conference recommendations, 10% of curriculum time at Sacred Heart is allocated to Religious Education. This does not include Prayer and Liturgy. This equates to 2 hours 10 minutes in Key Stage 1 and 2 hours 30 minutes in Key Stage 2

We use 'The Way, The Truth and The Life' syllabus to guide teaching and learning. Lessons are based around a topic every half term. Within each unit, the children learn about religion as well as spending time learning from religion. Children are assessed formatively and summatively. Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by the Bishops' Conference.

Essential Knowledge

We have developed and grown our curriculum combining The Way, the Truth and the Life, the Liturgical Year and Rooted in Love (Caritas in Action), whilst responding to current events in our school community and the wider world. Our We encourage big questions to raise awareness and develop critical thinkers who become inspired to make a difference, build God's kingdom on earth and relate into global issues today. The intent of

Vocab and Retrieval

To strengthen progression and challenge, driver words are used for lesson objectives, activities and differentiation. These driver words support the pitching of lessons and allow children to be challenged effectively within lessons

Enrichment

The programme of study is enriched with a variety of activities such as Godly Play, art, music, drama and visits to places of worship.

# **Impact — How we will know we have been successful...**

## **Impact**

### **Religious Education at Sacred Heart develops pupils’:-**

- Knowledge and understanding of the Catholic faith and life;
- Knowledge and understanding of, and their ability to respond to,

Christianity, other principal world religions, other religious traditions and world views;

- Understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- Understanding of the influence of faith and belief on individuals,

societies, communities and cultures;

- Skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- Skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.
- as citizens in a plural, global society;

### **Religious Education at Sacred Heart enhances pupils’:-**

- Awareness and understanding of religions and beliefs, teachings, practices and forms of expression; ☐
- Ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

### **Religious Education at Sacred Heart encourages pupils to:-**

- Be happy learners within RE. They experience a wide-ranging number of learning challenges in RE and know appropriate responses to them.
- Consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- Understand the influence of religion on individuals, families, communities and cultures;
- Learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- Develop their sense of identity and belonging, preparing them for life
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Understand the Catholic Gospel Values, and how these relate to their personal life and to British Values
- .Develop their relationship with God and become religiously literate.
- To be confident, resilient and actively engaged in the

## Foundation Stage and Key Stage 1

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Foundation</b>	F1 God's World	F2 God's family	F3 Getting to know Jesus	F4 Sorrow and joy	F5 New Life	F6 Our Church Family
<b>Year 1</b>	KS 1.1 God's great plan	KS 1.2 <b>Mary our Mother</b>	KS 1.3 Families & celebrations	KS 1.4 Following Jesus	KS 1.5 Resurrection	KS 1.6 Miracles
<b>Year 2</b>	KS 2.1 Chosen people	KS 2.2 Mysteries	KS 2.3 The Good News	KS 2.4 The Mass	KS 2.5 Eastertide	KS 2.6 Birth of the Church

## Key Stage 2

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	3.1 The Christian Church	3.2 <b>Mary mother of God</b>	3.3 called to change	3.4 Eucharist	3.5 Celebrating	3.6 Being a Christian
<b>Year 4</b>	4.1 The Bible	4.2 Trust in God	4.3 Jesus the teacher	4.4 Jesus the Saviour	4.5 The mission of the church	4.6 Belonging to the Church
<b>Year 5</b>	5.1 Creation	5.2 God's Covenants	5.3 Inspirational people	5.4 Reconciliation	5.5 Life in the Risen Christ	5.6 Other Faiths
<b>Year 6</b>	6.1 The Kingdom of God	6.2 Justice	6.3 Exploring the Mass	6.4 Jesus the Messiah	6.5 The Work of the Apostles	6.6 Called to serve

Other Faiths are taught in the following age groups:

<b>Reception (festivals and celebrations of other faiths)</b>	<b>Year 1 Sikhism</b>	<b>Year 2 Hinduism</b>	<b>Year 3 Judaism</b>	<b>Year 4 Islam</b>	<b>Year 5 Hinduism</b>	<b>Year 6 Islam</b>
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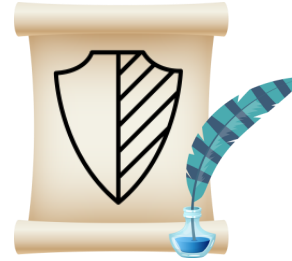
# PROGRESSION OF SKILLS

KS1

National Curriculum

KS2

National Curriculum



**Y1**

Recognise religious stories e.g. Creation, Christmas, Easter, the life of Jesus and recognise the beliefs from these stories. Know these stories are from the Bible

**Y2**

Describe what religious stories tell us about God, Jesus or key figures

- Recognise links between religious stories and worship (e.g. Last Supper and Mass) and events (e.g. Pentecost and birthday of the Church)
- Retell religious stories

**Y4**

Retell a narrative that is accurate in its sequence and detail and corresponds to the scripture source used – e.g. Abraham, Moses, David, Joseph, Jonah and stories from Holy Week

**Y3**

Retell religious stories, ensuring they are accurate in sequence and detail

**Y5**

Show knowledge of a range of scripture passages e.g. Creation and Fall, Abraham, Moses and the Ten Commandments, the Old Testament prophets, the Beatitudes, stories about forgiveness, Holy Week, texts on prayer, the first Christians and show some understanding of the concepts

**Y6**

Show knowledge of a range of scripture passages e.g. parables, miracles, Old Testament prophets, Annunciation, Visitation, Nativity of Jesus, Exodus (Passover), Holy Week texts, Pentecost text, Genesis (made in God's image, creation of man), Body of Christ, and show understanding of the concepts and beliefs they contain.



# PROGRESSION OF SKILLS



**Y1**

Name religious signs and objects in stories, liturgies and in Church

Give at least two examples how Christians put be-

**Y2**

Give clear, simple descriptions of religious beliefs, signs and actions

- Give examples how religious objects and actions express beliefs

**Y4**

Describe, with increasing detail and accuracy, religious signs and actions in worship and sacraments e.g. the Mass. Make links between beliefs and sources e.g. beliefs that Jesus is truly God and man and bible texts, beliefs about the Mass and their sources in the Bible

**Y3**

Make simple links between religious beliefs and the feelings and actions they may prompt

- Make simple links between the signs and actions used in the Liturgical Year and worship (including sacraments) to show their meaning

**Y5**

Show knowledge and some understanding of the meaning of religious signs and the steps involved in the Sacrament of Reconciliation. Show knowledge of the actions and decisions of believers and some understanding of how these actions and decisions are informed by beliefs

**Y6**

Show knowledge and understanding of the meaning of religious signs and the steps involved in the Sacrament of the Eucharist and Confirmation.

- Show knowledge of the actions and decisions of believers (and themselves) and understanding of how these actions and decisions are informed by beliefs
- Show understanding of beliefs by making links with sources e.g. Kingdom of God and parables and miracles, and texts from Genesis (made in God's image).
- Show understanding of beliefs by making links with their expression in worship

# PROGRESSION OF SKILLS

dreamstime



**Y1**

Suggest answers to questions of meaning and purpose  
• Use religious words

**Y2**

Talk about and ask questions about experiences and feelings and things that matter to them

**Y4**

Make links between beliefs and how they are put into practice in life e.g. St. Teresa of Calcutta, Pope St. John Paul II and their own lives  
Make links to show how feelings and beliefs affect their own and other peoples' behaviour

**Y3**

Suggest answers to questions of meaning and purpose  
• Use religious words accurately

**Y5**

Compare their own and other peoples' responses to questions of meaning and purpose e.g. why people suffer, • Use sources to support a point of view e.g. passages from the creation story;

**Y6**

Compare their own and other peoples' responses to questions of meaning and purpose e.g. the Kingdom of God, • Use sources to support a point of view e.g. Kingdom of God, • Express a point of view and give reasons for it .