

## A PROFILE OF THE EARLY YEARS CHILD IN RE

### AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

#### Developing Knowledge and Understanding

- Children are developing a familiarity with the stories in the Bible, with the Church's story, the church building, with how and when we pray, and with God's Creation.
- They are able to listen to and talk about religious stories and respond to what they hear with relevant comments.
- They hear, listen and talk about key people in the history of the people of God, for example, God, Jesus, Mary.
- Emphasis is not on a written account but on the children experiencing the key learning through an appropriate range of activities, e.g. role play, creative activities, speaking and listening, exploring the environment, singing, dancing and making music, to express religious stories and represent their own ideas, thoughts and feelings about religious stories.
- Children develop their own narrative and explanations of religious stories based on what they have heard, by connecting ideas or events to the scripture source used.
- Children begin to read and understand simple sentences from scripture or from their own religious stories and share religious stories they have heard and read with others.
- Children are beginning to write simple sentences about religious stories using words or phrases which can be read by themselves and others.
- Children listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.
- Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.
- Children listen, talk about and role play how people behave in the school, local and wider church community, for example, 'what does a priest do?', 'who is the Bishop, who is the Pope?', set up 'church' in role play area, role play baptism.
- Assessment is through observation and dialogue.
- Recording is primarily through a Class RE Book, with individual comments acknowledged, also some individualised evidence to be found in pupils' learning journals.
- Children are introduced into the prayer life of the school and the key prayers (for example, sign of the cross, Our Father, Hail Mary, morning, lunchtime and home prayers), words and rituals associated with these. A sense of reverence is encouraged from day one.
- Following modelling by staff and when ready, pupils are encouraged to verbally offer their own prayers.
- Children listen and talk about religious signs and symbols used in worship, including the celebration of the sacraments, using religious signs and symbols in role play.

#### Religious and Specialist Vocabulary

- Children are able to use some key religious words which are appropriate to their age and stage of development.

### AT2: ENGAGEMENT AND RESPONSE ('learning from')

#### Meaning and Purpose

- Children are led and encouraged to reflect on their understanding of the stories they hear and the message for them.
- They answer 'how' and 'why' questions about their experiences and in response to religious stories or events, for example, 'would I make a good disciple?', 'can I be a follower of Jesus?', 'what do the miracles tell me about Jesus' love for me?', 'what does that tell me about Jesus?', 'what does Jesus want me to do?'
- Children are given real life opportunities to wonder, for example, hatching of chicks, caterpillar life cycle.
- A class Big Book, or equivalent, is used to record thoughtful answers.

#### Beliefs and Values

- Children are given opportunities to:
  - Show sensitivity to others' needs and feelings.
  - Talk about how they and others show feelings.
  - Confidently speak in a familiar group and talk about their ideas.
  - Express themselves effectively, showing awareness of listeners' needs.
  - Give their attention to what others say and respond appropriately.
  - Talk about their own and others' behaviour and its consequences. The Teacher models where this links to faith, scripture and following Jesus (discipleship).
  - Talk about past and present events in their own lives and in the lives of family members.
  - Know that other children don't always enjoy and share the same feelings and are sensitive to this.
  - Associate the meanings of prayers to everyday life, e.g., 'forgive us our trespasses' links to children falling out.
  - Use stories from the Bible to make PSHE/EPR points, for example, the story of Jesus in the Temple, helps them think and talk about that it is ok to be angry if something is not fair. This can lead onto looking at reconciliation – dealing with our anger and moving on.
  - Talking about good choices and bad choices.
  - Find opportunities to talk about how the school mission statement can help them in how they relate to others.
  - Provide opportunities for outreach, e.g. local nursing homes, CAFOD projects – help them see and be God's love in action.

## REVISED PROFILE OF THE YEAR ONE CHILD IN RE

### AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

#### Developing Knowledge and Understanding

- Throughout key stage one, the children experience a rich diet of Bible stories, from both the Old and New Testaments. They hear about and can recognise key figures in the history of the People of God and can describe a key feature of their life or work. Children begin to develop a religious time line, for example, before Jesus, during the time of Jesus, after Jesus returned to Heaven.
- In Year One, they hear the stories being read to them or through video, and are given opportunities to talk about them, reflect on them and act them out. The pupils are given opportunities to show they recognise the stories by sequencing or recording a few key events and/or characters in the narrative through word and/or illustration, drama, hot seating, freeze frames. More able will be able to retell, in any form, a narrative that corresponds to the scripture source used.
- Thinking skills activities are used or adapted to provide a scaffold for pupils to record their thoughts in a few words or sentences or illustrations, depending on their ability.
- Pupils now have an individual book for RE.
- Children are introduced to common religious signs and symbols and are provided with opportunities to talk about how people pray, including how we worship together in school, home and in church. Introduced to some of the special occasions we come together to worship, e.g. mass, baptism and weddings. This is supported by visits to church, and/or visitors, e.g. priest, deacon.
- The meaning behind some of the more common prayers, e.g. Sign of the Cross and Our Father, is explored. Pupils are more confident in joining in common, and any specific school, responses to prayer.
- Children are able to write their own simple prayer following a structure/framework/example given to them.
- They are developing an awareness of the liturgical year/colours and key festivals. As they go through the year, they are introduced to different types of prayer to reflect the season.
- Children are told about a range of religious beliefs and they are helped to record the key aspects.
- At a simple level, examples are shared of how people's faith mean they act in a particular way. Examples are used that are wider than praying together and going to church – examples of living out of Catholic social teaching are used without using this terminology. The actions of everyday people, e.g. people in our family, school, parish, neighbourhood are used as well as people who are known more widely. Children begin to see how actions come from people's religious beliefs, and they begin to show their understanding of how they are linked.
- Introduced to some of the different roles in the church, e.g. parish priest, deacon, religious sisters (if local to the school), the Pope.
- Where appropriate, this work is also linked to the school's mission statement.

#### Religious and Specialist Vocabulary

- Begin to build up a religious and specialist vocabulary through their study of the various *God Matters* units.

### AT2: ENGAGEMENT AND RESPONSE ('learning from')

#### Meaning and Purpose

**Say what they wonder about and begin to ask wondering questions about all the areas of study. Teachers share some questions that are difficult to answer.**

Use of focussed questions linked to unit being studied.

- Regular use of talk partners.
- Response to questions can be expressed through photos, artwork, drama.
- Record in class Big Book.

#### Beliefs and Values

**Talk about their own feelings, experiences and the things that matter to them and begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.**

- Plan opportunities for them to share their opinions and consider opinions of others, for example, favourite part of a parable, scripture story – why?
- Begin to look at different perspectives within stories/events.
- Reflecting on a Bible story – what will you do differently now?
- Following discussion, writing/recording what they liked/disliked about the story.
- Debates – record key discussion points, thoughts in class Big Book.
- Explore multi-faith resources.
- Discuss others' beliefs – identifying similarities between other faiths and the Catholic faith.

## A PROFILE OF THE YEAR TWO CHILD IN RE

### AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

#### Developing Knowledge and Understanding

- The diet of Bible stories/People of God is continued, stories of key people of faith, particularly the saints, are added in. They also hear about key people/groups in the local, national and global Church, e.g. Cafod, Mini-Vinnies, Caritas.
- Children understand difference between Old and New Testaments. Religious timeline is added to.
- When they are ready they are encouraged to retell the stories they have heard. A "retelling" is a sequenced narrative that is correct in its detail and order. Thinking skills are often used to explore the story before the children are asked to complete a retelling. Fishbone Diagram, Similar/Different Vent Diagram Y Chart and Fortune Line are particularly useful for this age group. Encourage use of key and religious vocabulary. Drama, hot-seating, art etc. can also support children in unpicking the story. Asking children to sequence a story using a set of pictures or phrases can be useful preparatory work but it is not a retell in itself. Generally, be wary of over scaffolding any activity that is to be used to assess children's knowledge or understanding. Those who have difficulty writing are asked to verbally retell the story to an adult who then scribes for them.
- Although a key part, the Year 2 RE curriculum is not all about retelling – it is more about developing the skills to explore and empathise with the characters and settings, and to begin to unpick why this story is important for us to know about. Teachers to model this and children to record.
- Throughout the year, the teacher will share where stories are linked to others they may have previously heard.
- Once the children have successfully retold a few stories they are then exposed to additional scripture to support them in achieving a breadth and depth of knowledge within the expected age band. It will also provide very useful background knowledge once they move into key stage two and are no longer routinely asked to retell a story in depth but are required to have a bank of stories they can draw on when making links etc
- Children are able to recognise and describe some religious beliefs.
- They recognise that people act in a particular way because of their beliefs, and are able to describe some of the actions and choices of believers that arise because of their belief.
- Pupils are regularly provided with opportunities to describe what they see and do when they or others are worshipping, including the celebration of the Sacraments – they are encouraged to ask questions and answer each other's questions.
- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- They build on their knowledge of the liturgical year/colours and key festivals. As they go through the year, they are introduced to particular liturgies to reflect the season, e.g. stations of the cross, advent service.
- The pupils are taking an increasing role within class worship, including preparing the focal point/prayer area, writing prayers and taking the opportunity when offered to respond within the worship.

#### Religious and Specialist Vocabulary

- Through RE teaching and worship, children are exposed to and encouraged to use an increasing range of religious vocabulary. Teachers continually check understanding of new and recently introduced words – adding them to the RE Learning Wall and/or class glossary for pupils to refer to and use.

### AT2: ENGAGEMENT AND RESPONSE ('learning from')

#### Meaning and Purpose

**Say what they wonder about and ask wondering questions about all the areas of study. They recognise that some questions are difficult to answer.**

- Children will ask 'I wonder ...' type questions and recognise that some of them are more difficult to answer.
- They will reflect on scripture and relate to age appropriate moral dilemmas, looking at good/bad choices.
- Children will ask own questions, answer peer questions and be provided with opportunities to ask visitor questions and consider the answers.
- Children will ask and respond to questions about their own and others' feelings, experiences and things that matter to them.
- Children will discuss scriptural/historical figures – how they put their faith into action, e.g. Good Samaritan, Abraham, St. Francis, Florence Nightingale.
- It is important for pupils to examine how other faiths shape the lives of their believers.

#### Beliefs and Values

**Talk about their own feelings, experiences and the things that matter to them and ask and respond to questions about their own and others' feelings, experiences and things that matter to them.**

- Children are asked to think about how we can live out what we have heard and thought about in our RE and worship. They are challenged, particularly the more able in RE, to go beyond the 'helping someone who has fallen over in the playground' type of response. Begin to use characters met through scripture as models, e.g. Noah and stewardship, Mary and faith, Disciples at Pentecost and trust in God.
- As appropriate, and at their level, work in this area is linked to Catholic social teaching.
- Where possible, this is also linked to the liturgical year, e.g. Advent/Lenten promises, or to the theme of the unit, e.g. commitment to work on the school grounds as part of the Creation unit. Explore links with 'Our Common Home' – Pope Francis.
- 'Big Questions' provide opportunities for pupils to link learning about and learning from and apply their religious knowledge to their daily lives.

## A PROFILE OF THE YEAR THREE CHILD IN RE

### AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

#### Developing Knowledge and Understanding

- At the beginning of the year, the focus is still on extending their knowledge and familiarity with a range of Bible stories and the story of the People of God – particularly ones that teach us how to act/live our lives, e.g. the parables. Pupils are gaining a better grasp on the 'Bible Story' and can say where well known stories or events appear, e.g. early on in the Old Testament, in one of the Gospels, in Holy Week.
- Pupils are given further opportunities to retell a narrative. The focus now is on ensuring their account is accurate in its sequence and detail and that it corresponds to scripture source used.
- Children are introduced to a wider range of religious beliefs and helped consider the actions of believers which arise as a consequence of their beliefs.
- Children have opportunities to look at the life and work of key figures in the history of the People of God. They are able to give a detailed account of key events in their lives and how their actions stem from their beliefs.
- The same approach is taken with other content studied as part of God Matters, e.g. the different roles within the Church today (local, national and universal), parish life, the life and teachings of saints, particularly those relevant to the context of the school/parish and those the children can more easily relate to.
- Children look at inspirational figures – of Catholic faith, other faiths and no faith – and how their experiences changed them.
- As a First Holy Communion year group, there is a concentrated focus on the Mass and the Sacrament of Reconciliation, including key steps involved in their celebration and the use of symbolism.

#### Making Links and Connections

- As you move further into the year, time spent on religious stories and events moves away from a focus on retelling to a focus on how the stories or events influence our beliefs. Children are being asked to consider the questions 'So what does this mean?', 'What is the message for us as Christians?'. Building on work in key stage one, pupils are encouraged to articulate more sophisticated responses than 'be caring, loving, share more' etc. Teachers may need to model appropriate responses. Time is also spent on exploring some of the symbolism found in the stories, and who the various characters represent etc.
- Teachers are routinely modelling and encouraging children to consider links.
- Pupils are beginning to give reasons behind examples of faith in action, both in their own immediate environment (home, school) and a growing awareness of the wider world (parish, local community, national and international). Explanations show some awareness of the main scriptural basis for the action. This approach is modelled by the teacher to begin with.
- When reviewing/reflecting on a variety of celebrations and rituals, children have moved on from simply describing what they see or have done but have begun to give reasons for religious actions and symbols, particularly for ones they have studied previously or are very familiar with, for example, talking about baptism they can express the meaning behind the use of a candle, white shawl, font etc. Where appropriate, the teacher challenges the children to find a link with scripture.
- Charity/fund-raising work in school is used to reinforce the call to support the poor and those in need. Links to Catholic Social Teaching are made where appropriate.

#### Religious and Specialist Vocabulary

- Children's religious vocabulary is increasingly widened through a focus on the key vocabulary for each unit studied.

### AT2: ENGAGEMENT AND RESPONSE ('learning from')

#### Meaning and Purpose

**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.**

- Opportunities to give examples from real life to support their opinions.
- Children listen to, and comment on, others' responses.
- At this stage they can consider different sides of an 'argument'.
- Big questions are used to stimulate debates/discussions. Taking a story/message from scripture and considering it within today's society.
- Linking evidence from scripture.
- Look at links to saints and how they can influence our lives.
- Link with Year 3 sacramental perspective (reconciliation and first holy communion).

#### Beliefs and Values

**Make links to show how feelings and beliefs affect their behaviour and that of others.**

- Opportunities to demonstrate how they apply any message to their own lives and begin to consider how it might impact on the lives of others.
- Children are encouraged to look beyond themselves at this stage – beyond 'helping someone who has fallen over in the playground'

### AT3: ANALYSIS AND EVALUATION

#### Use of Sources as Evidence

- Following time studying a piece of Scripture or key piece of writing by an inspirational figure, children can show how it supports their point of view.

#### Construct Arguments

- Children feel confident in expressing a point of view and in responding to questions about it.

#### Make Judgements

- Listening to a discussion/reading two accounts, children are able to express a preference of opinion/argument and say why.

## REVISED PROFILE OF THE YEAR FOUR CHILD IN RE

<b>AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')</b>
<p><b>Developing Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• This year very much builds on the work begun in Year Three, linking the teachings expressed through the stories and example of Christ, and the saints, to our beliefs. They are also developing a timeline of the history of the People of God and key figures that had an impact. They are able to retell a narrative that is accurate in its sequence and details and corresponds to the scripture source used.</li> <li>• Children are able to describe a range of religious beliefs and the actions of believers which arise as a consequence of their beliefs.</li> <li>• Building on the work in Year Three, children continue to study a variety of celebrations and rituals. The work is supported with visits from local clergy and opportunities to visit the local church, leading the children to be able to describe the different roles of people in the local, national and global Church.</li> <li>• In their class worship, the children, with support from an adult, take the prime role in planning and leading them.</li> <li>• Big questions are used to stimulate debates/discussions. They can take a story/message from scripture and consider it within current issues.</li> <li>• They can rewrite key prayers using modern wording to show their understanding of what the prayers mean.</li> </ul>
<p><b>Making Links and Connections</b></p> <ul style="list-style-type: none"> <li>• Teachers take the opportunity to model how to make links within their responses, e.g. 'In this story, the father is like God, and when he forgives his son, it shows that, like God, we should always be ready to forgive', 'The story of the good Samaritan helps us understand why ....', 'When St Francis gave up everything he possessed it reminds us that as Christians we ....'.</li> <li>• They are now beginning to link parts of the celebrations/rituals with scripture, e.g. Eucharist/Last Supper, the basis for the Our Father.</li> <li>• Pupils are able to use an example from scripture, e.g. one of the parables, or other religious source, e.g. an example from the life of the school's patron saint, to explain why they or others might act in a particular way.</li> <li>• They are able to make links to show how feelings and beliefs affect their behaviour and that of others. Link with Catholic Social Teaching.</li> </ul>
<p><b>Religious and Specialist Vocabulary</b></p> <ul style="list-style-type: none"> <li>• The children can use a wider range of religious vocabulary to give accurate descriptions of religious symbols and the steps involved in religious actions and worship</li> </ul>
<b>AT2: ENGAGEMENT AND RESPONSE ('learning from')</b>
<p><b>Meaning and Purpose</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Children are given opportunities to demonstrate how they apply any message to their own lives and real life situations to support their opinions. Children listen to, and comment on, others' responses. At this stage they can consider many/different sides of an 'argument'.</li> <li>• The teacher provides opportunities to use post-its, Venn diagrams, peer responses, in response to questions.</li> <li>• Children look at inspirational figures – of Catholic faith, other faiths and no faith – and how their experiences changed them.</li> </ul>
<p><b>Beliefs and Values</b></p> <p><b>Make links to show how feelings and beliefs affect their behaviour and that of others.</b></p> <ul style="list-style-type: none"> <li>• Towards the end of the year, the children are encouraged to collect together a number of linked stories to explain why we believe/act in certain ways, for example, 'What stories, events or quotes can we find that show why as Christians we should care for the poor?' This is to be very much modelled/scaffolded to begin with so children become very familiar with the process and how to record their findings. The majority of children would carry this out in small groups or pairs, with an expectation that they would be doing this independently in upper Key Stage 2.</li> <li>• Children make links to show how feelings and beliefs affect their behaviour and that of others and are encouraged to look beyond themselves at this stage – beyond 'helping someone who has fallen over in the playground'.</li> <li>• The children are able to describe a range of religious beliefs with increasing detail and accuracy. They can make links between beliefs &amp; sources, worship and life. They can give reasons for beliefs, the actions and symbols used, and the actions and choices people make because of these religious beliefs.</li> <li>• They look at links to saints and how they can influence our lives.</li> </ul>
<b>AT3: ANALYSIS AND EVALUATION</b>
<p><b>Use of Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Children can use a given source to support a point of view, linking evidence from scripture.</li> </ul>
<p><b>Construct Arguments</b></p> <ul style="list-style-type: none"> <li>• They express a point of view, discussing key questions and arguing points from the viewpoint of other people that they might not agree with.</li> </ul>
<p><b>Make Judgements</b></p> <ul style="list-style-type: none"> <li>• Children are able to express a preference in relation to a concept.</li> </ul>

## A PROFILE OF THE YEAR FIVE CHILD IN RE

<b>AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')</b>
<p><b>Developing Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>When looking at religious sources and beliefs the children demonstrate a more extensive knowledge and understanding of them, for example, recognising a parable can have more than one message or interpretation. They are beginning to demonstrate how they connect with each other and to use them within their work to justify their conclusions. The approach is still modelled by the teacher and writing frames or other scaffold is still needed by some children to complete the work.</li> <li>Able to show increasing knowledge and understanding of: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul> </li> <li>A variety of thinking skills activities are regularly used to support children in comparing similarities and differences between religious stories, events etc. The outcomes of these are then used to produce a summative piece of work in response to a 'big question'.</li> <li>Opportunities are provided for children to take part in and/or learn about a variety of liturgies, for example, Reconciliation service, Ash Wednesday.</li> <li>Pupils are more familiar with a range of prayer – formal, informal, spontaneous.</li> </ul>
<p><b>Making Links and Connections</b></p> <ul style="list-style-type: none"> <li>In Year 5, very much linked to the first strand, children are able to talk/write about how the message from religious stories, beliefs, etc. may impact on their own lives or those around them. They frequently consider, 'How does this develop your relationship with God? ... with others?'</li> <li>When referring to other sources, this is not identifying the specific chapter and verse from the Bible but more general, e.g. 'this reminds me of when Jesus said in the parable of the lost sheep that ....', 'In one of St. Paul's letters he told Jesus' followers to ....', or 'In the Old Testament, Abraham was also tested when he ....'</li> <li>They can link their work in RE to real life examples from the news.</li> <li>Their explanations for their own/others actions are linked back to scripture.</li> <li>Children will be able, on a simple level, to talk about how the various parts of each liturgy studied link together or have a particular focus.</li> <li>Children lead own class liturgies as a group with an understanding of the key elements and how they link to scripture and/or Catholic traditions.</li> </ul>
<p><b>Religious and Specialist Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
<b>AT2: ENGAGEMENT AND RESPONSE ('learning from')</b>
<p><b>Meaning and Purpose</b></p> <p><b>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</b></p> <ul style="list-style-type: none"> <li>Generating and asking questions.</li> <li>Linking scripture together by theme/similar message.</li> <li>Use of taught scripture in writing and delivering collective worship.</li> </ul>
<p><b>Beliefs and Values</b></p> <p><b>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</b></p> <ul style="list-style-type: none"> <li>How scripture affects our lives.</li> <li>Actions and responses which are rooted in teachings of scripture.</li> <li>Greater understanding of the sacraments – we do this because ...</li> <li>How have you changed as a result of scripture studied, and how can you change/influence the community – links to Gospel values.</li> </ul>
<b>AT3: ANALYSIS AND EVALUATION</b>
<p><b>Use of Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Responding to questions by referring to scripture and personal experience.</li> <li>Beginning to make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.</li> </ul>
<p><b>Construct Arguments</b></p> <ul style="list-style-type: none"> <li>Children are able to build on the opinions of others/ask questions of others, and not just give their own opinion.</li> <li>Can express a point of view and give reasons for it.</li> </ul>
<p><b>Make Judgements</b></p> <ul style="list-style-type: none"> <li>Beginning to make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.</li> <li>Can identify where they see God's message lived out in the world and where there is need.</li> </ul>
<p><b>Recognise Diversity</b></p> <ul style="list-style-type: none"> <li>Children start to make comparisons with other faiths, drawing on knowledge from previous years.</li> <li>Able to make comparisons with other faiths.</li> </ul>

## A PROFILE OF THE YEAR SIX CHILD IN RE

<b>AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')</b>
<p><b>Developing Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>The work in Year Six, builds on and draws on all the work, knowledge, skills and experiences from their time in the school. At this point in their school career, they will have a rich and extensive knowledge and understanding of key stories, events and messages found in the Bible, particularly within the Gospels. They will also have built up their knowledge of the sacraments, Catholic ritual and symbolism, the history of the People of God, and the lives and messages of key saints.</li> <li>Demonstrates a secure knowledge and understanding of: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul> </li> <li>Children are encouraged to select their own area of interest linked to the RE unit they are studying, research it and present their arguments/conclusions etc. to the rest of the class.</li> </ul>
<p><b>Making Links and Connections</b></p> <ul style="list-style-type: none"> <li>By the end of Year Six, children are taking more responsibility for researching the scripture and/or other references needed to complete a given task. Outcomes will include reference to a number of biblical or other sources and how these link to the aspect of faith, or 'big question' being considered. (Please note there is not an expectation that children will include the specific Bible reference – see Y5). Less able children in RE may still require this to be scaffolded for them.</li> <li>Making connections between scripture and when it is relevant/most meaningful, e.g. why read this parable during Lent?</li> <li>Building on the work in Y5, the children continue to examine a range of liturgies, and are able to demonstrate their understanding through linking key elements back to their basis in scripture and the accurate use of religious terminology.</li> <li>They can make links between beliefs/scripture and real life examples from the immediate community and the news. They can show these link to Catholic Social Teaching.</li> </ul>
<p><b>Religious and Specialist Vocabulary</b></p> <ul style="list-style-type: none"> <li>Pupils will use a wide range of religious vocabulary and terminology in their discussions and work, which will include both scripture and the teachings and sacraments of the Catholic Church accurately and appropriately.</li> </ul>
<b>AT2: ENGAGEMENT AND RESPONSE ('learning from')</b>
<p><b>Meaning and Purpose</b></p> <p><b>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</b></p> <ul style="list-style-type: none"> <li>Can they answer questions from another's point of view?</li> <li>Can they make links between big questions and how they might affect their own life, for example, what will I now do differently?</li> <li>Writing letters of advice that demonstrate the teachings and how they can be applied to our own lives.</li> </ul>
<p><b>Beliefs and Values</b></p> <p><b>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</b></p> <ul style="list-style-type: none"> <li>Comparing moral values/beliefs and coming to conclusion about your own beliefs – whilst celebrating the diversity of others' beliefs.</li> <li>Creating modern day parables or Gospel stories to illustrate their understanding of modern moral dilemmas and how faith can help unpick them.</li> <li>Invite others in, for example, members of the church, to act as an inspiration for applying scripture to own lives.</li> </ul>
<b>AT3: ANALYSIS AND EVALUATION</b>
<p><b>Use of Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Linking to the work in the first strand, pupils are able to examine current issues (news stories, charity appeals) and use relevant quotes from religious sources (scripture, other faiths, key Catholic/religious figures e.g. Pope Francis, Bishop Philip) to justify/explain why they or others would hold a particular point of view, make a particular decision or act in a particular way.</li> <li>Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.</li> </ul>
<p><b>Construct Arguments</b></p> <ul style="list-style-type: none"> <li>The more able are able to present both sides of the argument and justify, using sources, why they would choose one side over another – less able may require more of a scaffolded approach.</li> <li>Argument shared through a variety of formats, e.g. written, drama, hot seating, posters</li> <li>Confident to express and defend own point of view.</li> </ul>
<p><b>Make Judgements</b></p> <ul style="list-style-type: none"> <li>Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.</li> <li>Make links between big questions and how they might affect their own life, for example, what will I now do differently?</li> </ul>
<p><b>Recognise Diversity</b></p> <ul style="list-style-type: none"> <li>Show an understanding of how own and others' decisions are informed by beliefs and moral values relating to other faiths, especially similarities.</li> </ul>

