



INTENT

- We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny. The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to provide a broad and balanced curriculum catering for each child's spiritual, intellectual, physical and moral development.
- To develop pupil knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- To develop pupil awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- To encourage study, investigation and reflection by the pupils;
- To develop skills that allow our pupils to: listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi faith society.
- To make prayer, worship and liturgy real educational experiences and to contribute successfully to the development of the faith of each individual in the school community.



Characteristics of a pupil in a Catholic school

- Confident to speak about the Christian and Catholic faith and to express it in their prayer, worship and daily life.
- Able to engage, respond to and reflect on, religious belief and practice, knowledge and understanding of Catholic faith and life.
- Able to demonstrate knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- Able to demonstrate and foster: respect, repentance, humility, mutual forgiveness compassion and tolerance towards each other.
- Confident to actively respond to and enjoy participating in whole school and classroom Collective worship, with increasing understanding maturity as they progress through the school.
- Confident to embrace citizenship and demonstrate a strong sense of belonging within our learning community
- Active in carrying out what our mission statement calls us to do and strive to show others that we Glorify God in the way we treat our neighbours in the wider community.
- Able to listen; think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- Demonstrate appropriate attitudes: for example, respect for truth; respect for the views of other; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi faith society.

Teacher notes and resources

Vine and Branches information:

<https://vb.tere.org/>

Shrewsbury Diocese Education Resources:

<https://educationshrewsbury.org/religious-education-catholic-life/primary-re/primary-re-resources/>

IMPACT

Through the explicit teaching of RE repeated and recalled through different contexts, both the teachers and the pupils assess their learning continuously throughout the lessons. The children will be encouraged to reflect on their progress within each session and how they have been successful. At the end of every other half term, we use the expected standards in 'To know You more clearly' and the Diocesan 'Bishops' Conference' framework (Y5&6), alongside evidence of children's work to assess their current progress through our tracking system that will, over time, show an informed judgement about the depth of learning and progress made.

At St Peter and St Paul's school, we are aware that Catholic schools are established to:

- Religious education is never simply one subject among many, but the foundation of the entire educational process.⁸³
(To know You more clearly - Religious Education Directory pg 13)
- enable the development of religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and ability - to think spiritually, ethically and theologically.
- The Catholic school, alongside the parish, assists parents in this transmission of the faith to a new generation: helping pupils to understand what the faith means; to experience it as living reality in a community that seeks union with God through its prayer and liturgy; and to incarnate it in their service of others.⁵⁷ It helps them to learn how to love God with all their heart, mind and strength and to love their neighbour as they love themselves (Mt 22:36-40; Mk 12:30-31; Lk 10:27). In short, a Catholic school 'provides a rounded education for the whole person. And a good Catholic school, over and above this, should help all its students to become saints'.⁵⁸
(To know You more clearly - Religious Education Directory pg 11)
- The typical Catholic school community is characterised not by homogeneous complacency, but by a desire for all its members - parents, staff, students - to grow together, respecting everyone's pace, diversity, and accomplishments. The Catholic school is made into a family by its diversity, not despite it.
(To know You more clearly - Religious Education Directory pg 12)

Within the vision and mission of our Diocese of Shrewsbury, we share with our families and our parish of St Peter and St Pauls, the collaborative ministry of education.

Catholic Religious Education Overview 2024-2025 at SSPP

<u>Term</u>	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn One Harvest Festival	God's World	Creation and Covenant	Creation and Covenant	Creation and Covenant	Creation and Covenant	Gifts From God	The Kingdom of God
Autumn Two Advent Christmas	God's Family	Prophecy and Promise	Prophecy and Promise	Prophecy and Promise	Prophecy and Promise	God's Covenants	Justice
Spring One Epiphany	Getting To Know Jesus	Galilee to Jerusalem	Galilee to Jerusalem	Galilee to Jerusalem	Galilee to Jerusalem	Inspirational People	Jesus The Bread Of Life
Spring Two Lent Easter	Joy And Sorrow	Desert to Garden	Desert to Garden	Desert to Garden	Desert to Garden	Reconciliation	Jesus Son Of God
<u>Summer One</u> Ascension Pentecost	New Life	To the Ends of the Earth	To the Ends of the Earth	To the Ends of the Earth	To the Ends of the Earth	Life In The Risen Lord	Called To Serve
<u>Summer Two</u> FHC Feast Of SSPP Leavers Mass	The Church	Encounter and Dialogue	Encounter and Dialogue	Encounter and Dialogue	Encounter and Dialogue	The Work Of The Apostles	Faith In Action
<u>Scheme used</u>	The Way, the Truth and the Life	Vine and Branches	Vine and Branches	Vine and Branches	Vine and Branches	The Way, the Truth and the Life	The Way, the Truth and the Life

To know You more clearly – Religious Education Directory Expected Outcomes

Ages 5–7	
Revelation	
Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and Earth.	U1.12
Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.	U1.21
Identify some of the people that encounter Jesus and recognise that he is special.	U1.31
Sacred Scripture	
Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.	U1.2.2
Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.	U2.15
Know that psalms are a different literary form in scripture.	U2.12
Retell, in any form, some of the stories they have heard, recognising these are religious accounts.	U1.3.2
Begin to recognise 'parables' as a literary form in scripture with reference to how Jesus uses them to teach people about God.	U2.3.2
Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.	U2.5.2
Recognise that St Paul wrote letters.	U2.5.4
Creation and Fall	
Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form.	U1.11
Covenant	
Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow.	U2.11
Prophecy	
Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.	U2.2.2
Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.	U2.2.4
The Good News of redemption	
Retell, in any form, one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke.	U1.3.2
Sequence St Luke's account of the infancy of Jesus and recognise the significance of an angelic presence.	U1.2.3
Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.	U2.21
Retell, in any form, the story of John the Baptist and the baptism of Jesus.	U2.31
Correctly sequence the narrative and the last week of Jesus' life from the Gospel of St Luke.	U1.4.3
Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 11).	U1.5.2
Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.	U2.51

Ages 7–9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke.	U3.2.6
Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	U3.31
Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	U4.1.4
Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the scripture studied.	U4.3.3
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like.	U3.3.4
Retell one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God.	U3.3.5
Make links between the scripture sources and what happens at Mass.	U3.51
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).	U3.5.6
Make links between Exodus (121–8, 15–20, 133), the account of the Last Supper in Luke (2214–23), and what happens at Mass.	U3.6.3
Creation and Fall	
Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	U3.11
Describe how either a psalm or a prayer they have studied praises Creation.	U3.1.5
Covenant	
Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.	U4.11
Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.	U4.1.2
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples.	U4.21
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	U4.2.2
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.	U4.2.3
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not.	U3.3.2
Retell in any form the story of the feeding of the five thousand.	U3.41
Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.	U3.4.2
Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.	U4.4.1
Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	U4.4.3

Ages 9-11	
Revelation	
Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1-15); the Sinai covenant, and the Ten Commandments (Ex 19:3-8, 20:1-17)).	U5.11
Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.	U5.3.4
Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.	U6.5.3
Sacred Scripture	
Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.	U5.2.1
Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.	U5.2.2
Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and psalms.	U5.2.3
Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.	U5.6.1
Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.	U5.6.2
Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry.	U6.6.1
Show an understanding of a passage of Old Testament scripture that shows the importance of women in salvation history, recognising authorial intention and historical context.	U6.2.1
Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996).	U6.2.3
Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning.	U6.3.1
Show understanding of the scripture passages studied, identifying literary forms and authorial intention.	U6.5.1
Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.	U6.5.2
Creation and Fall	
Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.	U.6.1.2
Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.	U6.1.6
Covenant	
Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).	U5.11
Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	U5.13
Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored, making links with John (1:1-5, 16-18) and the Nicene Creed.	U6.1.6

Ages 9-11	
Prophecy	
Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context:	U6.2.1 U6.2.2 U6.2.3
<ul style="list-style-type: none"> • Genesis 18:1-15; 21:1-7. Sarah • Exodus 1:8-22; 21:10. Miriam • Judges 4:4-11; 5:7-15. Deborah • 1 Samuel 1:5, 9-11; 26-28. Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther 	
Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament.	
Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the stories of the women of the Old Testament. Contrast Luke 1:26-56 with the authorial focus in Matthew's account (Matthew 1:18-25).	
The Good News of redemption	
Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.	U5.2.2
Show an understanding of the account of Holy Week in the Gospel of John.	U6.4.1
Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.	U6.4.2
Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.	U6.4.3
Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.	U6.4.4

During the transitional year of 2024/25 Year 5 and Year 6 will continue to use The Way, the Truth and the Life therefore below are the outcomes for their learning

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR FIVE

Pupils will be able to:

- 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 and beliefs they contain.
- Show knowledge and some understanding of the meaning of a range of religious beliefs *e.g. creation, sin, stewardship, covenant, the Incarnation, the call to sainthood, the importance of forgiveness and reconciliation, the Resurrection, the importance and effect of prayer.*
- Show knowledge of the life and work of key figures *e.g. St. Paul, St. Francis, St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, St. Damien de Veuster* and show some understanding of their life and work.
- Show some understanding of what it means to belong to the church community *e.g. the commitment necessary of a follower of Jesus, the importance and effect of prayer.*
- 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 (how these beliefs motivate, inspire or help) *e.g. Abraham and Moses and their call from God, St. Josephine Bakhita, St. Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster, Saul and St. Paul and pupils themselves.*
- Show some understanding of beliefs by making links with sources *e.g. Sin and suffering in the world and the Fall in Genesis, beliefs about God, the Incarnation and the Old Testament prophets, discipleship and scripture sources, reconciliation and the Lost Son, God as loving and forgiving and scripture sources, reconciliation and sources from the life of Jesus, our redemption from sin and the Resurrection.*
- Show some understanding of beliefs by making links with their expression in worship *e.g. the Holy Spirit's presence among us and its expression in religious signs and actions, Jesus' teaching on prayer and its place in Christian worship.*

- Show some understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Ten Commandments, the virtues, the Beatitudes, reconciliation, discipleship.*
- Use religious vocabulary widely, accurately and appropriately
- Compare their own and other peoples' responses to questions of meaning and purpose *e.g. why people suffer, use of own gifts, God's choice of people, the Incarnation, who is inspirational?, the consequences of actions, discipleship*
- Use sources to support a point of view *e.g. passages from the creation story; that someone is inspirational, passages on forgiveness and reconciliation*
- Express a point of view and give a reason for it *e.g. discipleship*
- Begin to arrive at judgements *e.g. why someone is inspirational*

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: END OF YEAR SIX

Pupils will be able to:

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- 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.
 - Show knowledge and understanding of the meaning of a range of religious beliefs e.g. *Kingdom of God, Justice, Incarnation, Covenant, Sacrament, Eucharist, Confirmation, titles used of Jesus (King, Messiah, Son of God), Dignity, Service, Solidarity, Mercy, the Church as the Body of Christ.*
 - Show knowledge of the life and work of key figures e.g. *St. Therese of Lisieux, Elijah, St. John the Baptist, Oscar Romero, Dorothy Day, Martin Luther King* and show an understanding of their life and work.
 - Show understanding of what it means to belong to the church community e.g. *Christians are called to work for justice, the impact of the Eucharist on action in the world, use of gifts and talents in the service of others, commitment to worship and sacraments, performing the works of mercy.*
 - 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 (how these beliefs motivate, inspire or help) e.g. *beliefs about the Kingdom of God, Justice, Gifts of the Holy Spirit, Dignity, Equality, Solidarity.*
 - Show understanding of beliefs by making links with sources e.g. *Kingdom of God and parables and miracles, justice and texts from the prophets, Incarnation and the Annunciation, Visitation and Nativity, Self-giving sacrifice (Last Supper) and the Passover, Son of God / Messiah*

and scripture passages, Nature of discipleship and texts about the call and life of the disciples, Human dignity and texts from Genesis (made in God's image).

- Show understanding of beliefs by making links with their expression in worship e.g. *beliefs expressed in different parts of the Mass, beliefs expressed in worship during Holy Week (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday), beliefs about the effect of the Holy Spirit and Confirmation.*
- Show understanding of beliefs by making links with how they are put into practice and applied to life e.g. *Kingdom of God and applying St. Theresa's 'Little Way, Justice, the Eucharist's impact on action, Service of others, putting belief in human dignity and equality in action.*
- Use religious vocabulary widely, accurately and appropriately.
- Compare their own and other peoples' responses to questions of meaning and purpose e.g. *the Kingdom of God, the Eucharist and the Mass, whether miracles happen or not, belonging to communities including the Church.*
- Use sources to support a point of view e.g. *Kingdom of God, Incarnation (what kind of king is Jesus?), discipleship and service.*
- Express a point of view and give reasons for it e.g. *the Kingdom of God, Incarnation, Eucharist and the Mass, whether miracles happen, inequality.*
- Arrive at judgements e.g. *on miracles, on what's more important i.e. heaven or justice and peace in the world.*