



SJF 'The Big Picture Curriculum'

INTENT – RELIGIOUS EDUCATION

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>						
	Strong individual values	Love		Learn		Achieve		
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)		Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and		
	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?		Trips and residentials		PTA Events		Church and Parish		
		Highly effective teaching & learning is dependent on...						
	Pedagogical approaches	<ul style="list-style-type: none"> Reviewing Material Questioning 		<ul style="list-style-type: none"> Sequencing Concepts & Modelling Planning Stage of Practice 		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington						...celebrating success
		Depth is embedded by...						
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and	
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
SJF areas of learning	National Curriculum	Enrichment						
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative performing)	Home/school partnerships		
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback		
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)	
	Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing
Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing		



RELIGIOUS EDUCATION INTENT

Intent of curriculum:

At St John Fisher our school motto, **'Together we grow in God's love, learning to be the best we can be'** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to **'Love, Learn, Achieve'** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

Religious Education

At St John Fisher RC Primary School, we follow the **'Come and See'** Roman Catholic recommended Religion Education curriculum. There are several different units of work within each year group; these are taught according to key attainment targets for Religious Education.

These two Attainment Targets set out the broad objectives in terms of knowledge, understanding and skills for the Religious Education curriculum.

AT1 LEARNING ABOUT RELIGIONS

This includes the ability to:

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 LEARNING FROM RELIGION

This includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learned from religion in the light of personal beliefs and life experience;
- identify and respond to questions of meaning within religion.



RELIGIOUS EDUCATION

PROGRESSION	EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>AT1 Learning About Religions Knowledge and understanding of beliefs and teachings. Practices and lifestyles, expression and language.</p>	Respond to stories and features.	Recount parts of stories, recognise features.	Describe stories, beliefs and features, describe some messages and meanings.	Demonstrate some knowledge of beliefs, ideas, teachings and characteristics. Identify symbolism.	Explain significance of beliefs and teachings, what is involved in belonging and how believers express Themselves.	Explain the links between religions, the effect of religion on lives and how beliefs are expressed in a variety of Forms.	Using knowledge and understanding, explain variations within and between communities and the ideas and feelings which underlie them.
<p>AT2 Learning From Religion Response, evaluation and application of questions of identity and experience, meaning and purpose, values and commitments.</p>	Show awareness of things that matter to them including right and wrong.	Recognise aspects of life which are important, the differences between right and wrong.	Describe experience and feelings, ask questions and suggest answers about the world around them and moral dilemmas.	Using personal experiences as a starting point, identify questions about their own life, the world around them and moral behaviour.	Explain own and other people’s ideas experiences, questions and dilemmas in the light of religious teaching.	Express views and responses to their own identity, ultimate questions, values and commitments in the light of religious teaching.	Evaluate the religious and non- religious views and responses of others and relate these to themselves.



Implementation of curriculum:

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

Through RE lessons, assemblies and Masses the children explore what it means to belong to the Church. They learn about the sacraments and they develop an understanding of how Jesus is our model for a Christian way of living. Learning about the faith of others forms an important part of our school RE curriculum. Each year there are 2 whole school focuses on other faiths – Judaism and Islam. Our aim is to guide the children to become religiously literate young people who have the knowledge, understanding and skills, appropriate to their age and ability, to think spiritually, ethically and theologically.

In order to ensure 'Quality First Teaching' within RE, we strive for the planning to be personalised to each class and the individuals within them. We have regular whole-school, phase group and year group planning sessions to ensure clear differentiation across the 'Come and See' topics. The planning documents that are written during these planning sessions, cater for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. We have devised topic sheets as knowledge organisers to ensure the knowledge, scripture, vocabulary and skills are clear. As a result, outcomes are clear, so the pupils have an idea of where they are heading; *they should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenge for all the pupils within the class.* All RE topics begin with a planned 'big question' that leads the learning and is reflected on at the end of a topic to discuss changes or progression in thinking. Questions are clearly identified in planning and on the 'Topic Sheets' to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning. At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum, further enhanced by creative and extra-curricular opportunities. We aim to explore RE creatively through drama, dance, music and art as well as creative writing. We arrange visitors and visits to enhance our RE curriculum. Class 'big books' are used to capture and celebrate this creativity. These are passed up through the years to ensure the topics are built on as a way of further developing understanding and exploration of topics.



Monitoring Impact:

At St John Fisher we ensure the effective monitoring of the impact of RE by ensuring our leadership team carry out a range of activities to develop subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments and pupil voice.

An evaluation of all of the above activities feeds into RE review and leads to the RE action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. The action plan feeds into our overall School Development Plan. The RE leader updates and informs school governors regarding teaching and learning of RE and the impact of the curriculum on learners. The RE leader meets regularly with the RE governor, Fr Matthias, to discuss the teaching and learning of RE. Fr Matthias also visits RE lessons throughout the school.



“I Can...” Statements For Religious Education

	Stage		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Learning About Religion (AT1)</p> <p>How pupils develop their knowledge, skills and understanding with reference to:</p>	<p>Beliefs, Teachings and Sources.</p>	I can...	Remember a religious story and talk about it.	Tell a religious story and say some things that people believe.	Describe what a believer might learn from a religious story.	Describe how a believer might live their life from religious teaching.	Make links between the beliefs/teachings/sources of different religious groups and show how they are connected to believer’s lives.	Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.
<p>Learning About Religion (AT1)</p> <p>How pupils develop their knowledge, skills and understanding with reference to</p>	<p>Practices and Ways of Life.</p>	I can...	Use the correct names for things that are special to people of a religion.	Talk about some of the things that are the same for different religious people.	Describe some of the things that are the same and different for religious people.	Describe some of the things that are the same and different for people between religions and also within the same religion.	Use the correct religious vocabulary to describe and compare the practices and experiences that are involved in belonging to different religious groups.	Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.



<p>Learning About Religion (AT1)</p> <p>How pupils develop their knowledge, skills and understanding with reference to</p>	<p>Forms of expression.</p>	<p>I can...</p>	<p>Recognise religious art, symbols and words and talk about them.</p>	<p>Say what some religious symbols stand for and say what some of the ways in which the religion is expressed are about.</p>	<p>Use religious vocabulary to describe some of the different ways in which people show their beliefs.</p>	<p>Use a wider range of religious vocabulary consistently to illustrate different ways in which people express their beliefs.</p>	<p>Express religious beliefs/ideas/feelings, etc. in a range of styles and words used by believers and suggest what they mean.</p>	<p>Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.</p>
<p>Learning From Religion (AT2)</p> <p>How pupils, in light of their learning about religion, express their responses and insights with regard to questions and issues about:</p>	<p>Identity and Belonging</p>	<p>I can...</p>	<p>Talk about things that happen to me.</p>	<p>Ask about what happens to others, with respect for their feelings.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>Reflect deeply on my personal influences and compare these with what influences other people.</p>	<p>Ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.</p>	<p>Give my own and others' views on questions about who we are and where we belong and on how commitment to a religion can have challenges and explain what inspires me and how it influences me.</p>



<p>Learning From Religion (AT2) How pupils, in light of their learning about religion, express their responses and insights with regard to questions and issues about:</p>	<p>Meaning, Purpose and Truth.</p>	<p>I can...</p>	<p>Talk about what I find interesting or puzzling.</p>	<p>Talk about some things in stories that lead people to ask questions.</p>	<p>Ask important questions about life and compare my ideas with those of other people.</p>	<p>Consider big questions about life and compare my ideas with those of other people and faiths.</p>	<p>Ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religious groups, with reference to their faith.</p>	<p>Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p>
<p>Learning From Religion (AT2) How pupils, in light of their learning about religion, express their responses and insights with regard to questions and issues about:</p>	<p>Values and Commitments.</p>	<p>I can...</p>	<p>Talk about what is important to me and to other people.</p>	<p>Talk about what is important to me and to others, with respect for their feelings.</p>	<p>Link things that are important to me and to other people with the way I think and behave.</p>	<p>Relate deeply the values that I have to how I think and choose to live my life.</p>	<p>Ask questions about the moral decisions I and other people make and suggest what might happen as a consequence of different decisions, including those made with reference to religious beliefs.</p>	<p>Ask questions about things that are important to me and to other people and suggest answers which relate to my own and other's lives.</p>