School Partnership

RE Policy (Catholic)

Policy produced by school and the diocese

Adopted by Governors FGB-Academic year 25/26
Review date- As changes are made
Updated 30.09.2026 by EOR

Catholic Life and Mission
When Jesus is asked which is the greatest commandment, the answer is the same in all three of the synoptic Gospels: '*to love God with all your mind, heart, soul and strength, and to love your neighbour as yourself*.' This call to love is at the heart of the educational mission of our Catholic school.

It is a mission that is clearly echoed in the Second Vatican Council and Gravissimum Educationis which teaches that the purpose of an education that is distinctively Catholic is threefold -

- 'Firstly, to ensure that all pupils understand the faith that gives the school its identity as a Catholic school.

- Secondly, it is to ensure that all are invited to learn how to worship God in spirit and truth through the prayer and liturgy of the Church.

- Thirdly, is the formation of all to live in conformity with the pattern of human goodness, truth, and justice that we find in Jesus Christ.'[1]

This threefold mission is reflected in the three perspectives of the Catholic School Inspection process. Through religious education pupils are invited to love God with all their mind, through collective worship with all their heart, soul and strength and through the Catholic life and mission of the school to love their neighbour as themselves.

This policy on Catholic life and mission complements the school's Religious Education policy, the Prayer and Liturgy policy and the Relationships, Sex and Health Education policy.

The aim of this policy is to show how faithfully Our Lady's Catholic Primary School responds to the call to live as a Catholic community at the service of the Church's educational mission.

Our School Mission Statement

Go, shine in the world and live as Jesus lived.

Our school offers a distinctly Catholic education in an inclusive environment, welcoming children and staff of all faiths and none.

'To have eyes for the good things of the Lord is to live by faith, to see life with the eyes of faith.' Cardinal Vincent Nichols

As a community, we have identified **nine core values that stem from the Mission and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design.**

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

[1] CSI Inspection Handbook, page 2

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

Respect This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me.**" (Philippians 4:13)

Excellence This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

Community This connects us with each other. **We who are many, are one body in Christ.**" (Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.**" (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.**" (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, the quality and range of our Prayer and Liturgy (Collective Worship), our Christian ethos and in our Religious Education.

As a Catholic school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our mission and Christian values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived

Our School Mission Statement is based upon Matthew 5:14-16

Where does our school mission statement come from?

It has its roots in the Gospel of St Matthew who walked with Jesus during his ministry. ‘’You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives off light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your father who is in heaven.’’

Staff embrace and implement the statement across daily school life through a range of opportunities e.g., behaviour expectations, staff relationship guidelines, displays, assemblies, links in lessons.
Parents and the wider community are informed about the statement through school signage, our newsletter, school policy documents, website and at parents' meetings...

Background

Our school is situated within an increasingly diverse community, reflecting a multi-faith and multi-racial community, which we recognise and value. The school aims to reflect the local community while ensuring that the Christian foundations are still maintained.
As a Catholic school, we are committed to respecting individual beliefs. Upon introduction to the school, parents/ carers are informed about the Catholic basis of our teaching. It is therefore unlikely that parents/ carers would wish to exercise their legal right of withdrawal. However, should such a case arise, the parents/ carers concerned should consult the Head of school.

Our school aims

Our school aims to provide a caring, stable, stimulating environment where all children can develop to their full potential. Staff are committed to ensuring that the children's time at school is productive and successful. We aim to raise achievement in all aspects of the curriculum; developing self-confidence, motivation, self-reliance and co-operation.

We are committed to equality of opportunity and serve the local community by welcoming children from all backgrounds and faiths. Whilst our ethos is positively Catholic, we value and respect the diversity of our community and aim to set all children on life's path through compassion, thoughtfulness and understanding to one another and respect for one another's differences.

We believe that parents and teachers have a responsibility to ensure that children leave school with:

- the knowledge that they are special in God's eyes
- good skills in English, maths and computing
- a love of learning
- good social skills
- a sense of responsibility towards society in order to make a difference
- the confidence to stand up for themselves in an appropriate way

so that they are well equipped for a successful future.

Rationale of Religious Education.

- Religious Education is central to the educative mission of the Church.
  'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'
- In a Catholic school, at the core of the core, is Religious Education, for the sake of which Catholic schools exist in the first place.[2]

[2] Religious Education Directory 2023, p13

The Aims of Religious Education

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum[3]

Outcome of Religious Education

The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.[4]

Religious Education at the heart of the curriculum

- Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
- Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
- Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
- In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Home/School/Parish Partnership

We believe that the school alone cannot undertake a child's religious education. Religious education begins at home; the parents are the child's first teachers and support the child with his/her first religious experiences. The school works in partnership with parents and parish to enrich the lives of our children.

We publish a Religious Education newsletter each term to inform parents about the forthcoming Religious Education topics. We notify parents of Masses and Liturgies in our weekly school newsletter.

[3] Religious Education Directory 2022 p6
[4] Religious Education Directory 2023, p6

Our school regularly supports parish events and fund raising e.g., CAFOD, Catholic Children's' Society, Lenten Appeals, Poppy Appeal and we support the homeless through our local parish.

The Religious Education Programme
The Religious Education Directory 'To know you more clearly' has been updated and we engaged with the diocese, to produce planning that fulfils the requirements to cover the six branches of the Religious Education Directory. The aim of the directory is to articulate the nature and purpose of Religious Education in the Catholic schools of England and Wales.

Programme of Study:
As a Catholic school, we are required to comply with the Religious Education Directory (2023). We do this by teaching the Curriculum Branches in the RED 'To know you more clearly'. The RED 2023 provides a model curriculum which this school follows in EYFS to Year 6. We have written our own unit plans, which match the model curriculum.

Curriculum Structure
The model curriculum has six components known as branches which map helpfully onto the six half-terms of the school year. Five of these have a core theme which invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith. The Encounter & Dialogue branch involves the study of other religions, encountering other pathways of belief drawing on the teaching of the Church about intercultural dialogue.
Details of the curriculum can be found here: Religious Education Directory 2023

Teaching and Learning in Religious Education
A range of teaching strategies and learning methodologies, (including appropriate and relevant adaptation of the curriculum to ensure effective match according to the needs and abilities of the children), will be employed; depending on the nature of the activities being undertaken. Work will be adapted in terms of activity or outcome according to the needs and abilities of the children. Approaches will include whole class teaching, group activities and individual work. Children will have opportunities to work individually as well as co-operatively and collaboratively, developing their own knowledge and expertise and sharing their experiences with others.

All work will involve thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences.
Teachers are encouraged to make cross - curricular links when planning Religious Education, incorporating opportunities for creativity, computing and extended writing, (in line with our expectations in literacy), where appropriate.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out against the Expected Outcomes in RED 2023.
- Assessment moderation takes place in school amongst colleagues, with schools in the Catholic Partnership, at deanery meetings and at diocesan meetings.
- Monitoring of teaching and learning in Religious Education takes place in line with our school assessment policy.
- Progress and achievement is recorded and tracked in line with our school assessment policy.
- Progress and achievement in Religious Education is reported to Governors at least termly in line with other core subjects.
- Progress and achievement in Religious Education is reported to parents/carers each year in line with other core subjects.

The curriculum is carefully planned (intent) and taught (implemented). The taught curriculum facilitates changes in pupils' long-term memory that equip them with a complex web of interconnected knowledge (schema).

Formative assessment is carried out by the class teacher, on an ongoing basis, and focuses on the learning intentions and whether pupils have understood them.

In lessons, are pupils drawing upon knowledge stored in their long-term memory? Is it clear that the necessary building blocks, component parts are being utilised to aid new learning? As part of the formative assessment, teachers use targeted and focused questions to check children have understood the learning.

We choose to assess pupils in RE from Year 1 to Year 6 on a set of statements for each year group, that assess directly what is taught through our carefully sequenced curriculum, linked to the Religious Education Directory Expected Outcomes (understand, discern and respond). Therefore, in each year there is a clear assessment criteria.

There is an individual set of statements for RE which enables teachers and leaders to track progress from Year 1 to Year 6. In each subject and in each year, there are a set of clear objectives that a child must learn to be ready to access the next year of study. Our model is based upon consolidation, revisiting and expansion of knowledge and skills from the taught curriculum. Almost all children, with the exception of children with complex SEND needs, should achieve all of the objectives within each year and subject.

Summative Assessment is made by teachers for each pupil twice a year – in January and in June in line with core subjects in our school. These assessments are recorded on the Whole Class assessment tracker, in line with all other subjects in our school.

Leaders monitor pupils' outcomes in books and lessons to ensure that the intended curriculum has been covered over time and that the intended curriculum is being taught. Leaders also monitor books and lessons to ensure the quantity and quality of the children's work is of a high standard. Discussions with pupils show the component parts of the curriculum that must be remembered. Have pupils remembered them securely? What have they learned over time?

Other Faiths (in line with the RED)
Branch Six: Dialogue and encounter, is taught in summer term 2.

Year 1: Judaism
Year 2: Judaism and religious experiences of others from different communities in class and the local area.
Year 3: Judaism and Islam
Year 4: Islam
Year 5: Judaism
Year 6: Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism). We have chosen Hinduism.

In addition, children will learn about a variety of festivals from other faiths. Where possible, people of other faiths are invited into school to talk to the children about their faith.

Equal opportunities and Inclusion
A central message of the Catholic faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we recognise and

cater for the individual needs of children, acknowledging that all children have different gifts and talents and that these should be celebrated.

Learning tasks are matched to the abilities of the children to enable them to achieve success, helping them to develop to their full potential and to develop a positive self-image.

We ensure that resources do not reinforce any kind of stereotypes and that they reflect our own school community. It is important that the children are provided with images, which reflect the multi cultural society in which we live, enhancing their awareness and knowledge of other faiths and cultures, respecting the rights of the individual at all times. This is essential in preparing children to take their places in a multi – cultural society. This also endorses and supports our commitment to community cohesion.

Display and Prayer Focus
Classroom RE displays will relate to the topic being studied to stimulate further learning and promote deeper thinking (e.g., the big question) to celebrate the work that has been undertaken. Each class has both a worship area, to inspire and facilitate reflection and prayer, and a RE topic display. The RE topic display is linked to the current branch of the RED being taught.

Resources
On the shared area, each class has the relevant resources for their year group. Bibles are available in every classroom; we use the Good News Bible for teaching RE. Each classroom also has a box of resources for use during Celebration of the Word in class.

Class Prayer/Reflection Area
Each classroom has a Prayer/Reflection Area which displays a bible, candle, a cross and prayers.

Class RE display
Each class has an RE display in place, showcasing recent work and its links to the RED, supporting learning.

Moral Development
In the light of our Mission Statement, we understand moral development to be about the growth of each person as a moral decision maker. This involves the formation of a moral conscience and the motivation to behave with integrity.

We strive to base moral development in our understanding of the truth about the human person as revealed by God. We aim to help children to make good decisions by helping them to consider others in our every day work and by involving them in decision making.

We aim to motivate them to work for the “greater good” in a positive way, e.g., collecting for the food bank and other charitable giving or working towards being Person of the Week.

Spiritual and Moral Connections

English
Through the teaching of English pupils are given the opportunity to recognise, reflect on and identify with the experience of others. Pupils are also encouraged to develop a growing awareness of moral questions and moral choices.

Mathematics
Mathematics permeates creation. There is a beauty of different approaches to mathematical investigation and also in the patterns in nature. There is a truth in reaching correct conclusions, through co-operation, writing, discussion, logging and evaluating guides children towards

development. Opportunities for reflection, respect for achievement and learning, leads to praise and reward.

Science
Through the teaching of Science and Health Education respect for oneself and others is encouraged. The visits to places of environmental importance give the children a first-hand opportunity to see the beauty of God's work and enable them to reflect on and debate issues surrounding the environment and our responsibilities.

History
Through the study of history children learn to recognise and reflect on the experiences of others, to reach beyond their own knowledge, experience and imaginings. We encourage pupils to search for the truth and to consider peoples opinions. They learn to look beyond their own experience and empathise with others. They learn of heroic deeds and achievements and of moral dilemmas.

The study of history helps children study ways of searching for peace and harmony with others and in carrying out God's wish for us to love and care for others. They learn about the use and abuse of power and to question and look critically at the world. They can be helped to analyse and reflect on their own responses to moral problems and to be encouraged to think rationally and impartially.

Geography
Geography enables children to study their own environment and the wider world. In looking at the magnificence of God's creation children can be encouraged to reflect on the wonders and beauty of the universe and can try to understand the way God works in the world and in our lives. We can work with the pupils in considering ways in which we can contribute to God's creation. We can discuss the importance of governmental decisions affecting the environment and learn of the moral dilemmas faced when altering the natural world to develop modern industries, roads and homes. We can study the interdependence of communities and our responsibilities to each other in the world.

Art
In the teaching of art, we encourage children to express their innermost thoughts and feelings through the study of shape, form and colour. Through learning artistic skills, they can express their imaginative thoughts. In the study of the artistic works of other artists they can appreciate the skill and beauty of their works. They gain an understanding of human creativity and how we can respond to God and contribute to God's creation. Through art we can give joy and pleasure to others.

Physical Education
Through PE children can develop and care for the bodies that God has created and to appreciate the wonder of the human body. They can express themselves through physical efforts and an appreciation of line and form. They learn to work as a team and to respect others gifts and talents. They learn the importance of perseverance to love and develop their skills.

Music
Through the teaching of music children can often obtain an insight into the beauty and wonder of God's creation. The opportunity to learn the skills to play a musical instrument or to use the human voice to help develop perseverance, but also joy and wonder at the sounds created. Music can help in contemplation and spiritual renewal. Music helps us communicate with others and share in the performance of a work through active involvement or through appreciation in listening. The appreciation of the works of composers and musicians help us to respond and contribute to the marvels of God's creation.

Design and Technology
Through the teaching of design and technology children learn about the discipline of planning and organisation and structure. They learn to use their skills to create models. They can marvel at the works of inventors and designers who contribute to God's creation through their inventions. They can learn to respect the needs of others and ways in which inventions can help the lives of others. They need to consider the effects of machines and inventions and to respect the skills needed to bring designs to fruition in each stage of their manufacture.

Computing
The teaching of computing is seen in all areas of the curriculum. The possibility of rapid communication with others around the world can be a source for good, but also can create moral dilemmas.

Education for Personal Relationships (SRE)
Education for personal relationships is an aspect of religious education, health education and science. Teachers answer questions in an age-appropriate way.

Leadership of the subject:
The RE Lead has responsibility for leading, managing and supporting the delivery of Religious Education and the continuous professional development of teachers in Religious Education.

The Parish Priest is the link governor with responsibility for Religious Education.

Policy Review:
This policy will be monitored, evaluated and reviewed by the Head of School, and Executive Headteacher and updated every two years.

Religious Education Assessment Statements **updated 24/10/2025**

Year 1 **Name:**

Expected standard

	Statements of assessment	February	July
Skill Area: Understand Pupils will be able to:			
1.	Be introduced to the Creation story in Genesis as a prayerful and poetic reflection on God's world.		
2.	Recognise in an age-appropriate way that the Church teaches that all that is comes from God.		
3.	Know that Pope Francis wrote a letter, Laudato Si', about the gift of Creation and the importance of caring for the world as it is everyone's home.		
4.	Encounter the story of the life of Jesus in an age-appropriate way and recognise what it reveals about Jesus (e.g., for Christians, the Christmas story reveals God's love by sending Jesus his Son).		
5.	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.		
6.	Recall and retell, in any form, some of the scriptural stories and accounts studied.		
7.	Know that Mary is important for Christians because she said 'Yes' to God.		
8.	Recognise that angels bring God's message and are a sign of the presence of God.		
9.	Identify some people who encounter Jesus and recall how they recognise that he is special.		
10.	Recognise simple connections between Jesus' message and how Christians are called to live and tell people about God's love today (e.g., care for Creation and the poor).		
11.	Make simple connections between words in Scripture and prayers Christians say today (e.g., the Hail Mary).		
12.	Make simple connections between the stories in the scriptures and the seasons of the Catholic Church's year (e.g., Jesus' time in the desert and the season of Lent).		
13.	Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God's love and blessings, such as ashes on Ash Wednesday or candles.		
14.	Encounter some of the Church's holy days and know what makes them memorable.		
15.	Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.		
16.	Encounter some facts about the Jewish faith.		
Skill Area: Discern Pupils will be able to:			
1.	Talk and think creatively and critically about what they have studied, for example, through art, music, or poetry and talk about their responses.		
2.	Talk about what they have learnt through asking questions, wondering and imagining.		
3.	Express their creative or critical reflections through different mediums such as writing, poetry, art and music.		

February assessment point **On track to _____**

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 1 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements

Year 2 **Name:**

Expected standard

	Statements of assessment	**February**	**July**
Skill Area: Understand **Pupils will be able to:**			
1.	Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.		
2.	Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.		
3.	Recall the term 'stewardship', describing what it means when caring for God's world.		
4.	Remember religious words and phrases to talk about the Sacrament of Baptism as a sign of Jesus' love for all people and a welcome into the Christian family.		
5.	Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.		
6.	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.		
7.	Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.		
8.	Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent.		
9.	Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people.		
10.	Be introduced to some of the miracles of Jesus' ministry from the Gospel of St Luke and recall why they are signs that he is the Son of God.		
11.	Be introduced to some of the parables of Jesus' ministry from the Gospel of St Luke and recognise that they are a different literary form, recalling how Jesus uses them to teach about God.		
12.	Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and others is important, making simple connections with the words and actions of Jesus in the Gospel of St Luke.		
13.	Correctly remember religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.		
14.	Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies.		
15.	Be introduced to Christian beliefs about how openness to the Holy Spirit changes peoples' lives. Give examples from Scripture and the lives of saints		
Skill Area: Discern **Pupils will be able to:**			
1.	Express personal views and responses to what they have studied and explore their ideas and reasons for their opinions.		

2.	Reflect on their personal experiences in light of learning about other cultures, communities, and traditions.		
3.	Express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 1 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements

Year 3 **Name:**

Expected standard

	Statements of assessment	February	July
Skill Area: Understand Pupils will be able to			
1.	Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.		
2.	Recognise some different literary form in Scripture, such as a psalm, letter, or parable.		
3.	Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.		
4.	Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').		
5.	Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass.		
6.	Use religious language to describe the Christian belief in the mystery of God as Trinity, using religious words and describing some symbols of the Holy Trinity.		
7.	Know some of the prayers of the Catholic Church and make simple links with the beliefs they express.		
8.	Show a simple understanding of Jesus' teaching about the kingdom of God. Make simple links with the 'signs of the kingdom' studied in St Matthew's gospel, for example, the visit of the Magi, angelic messengers, or a miracle of Jesus.		
9.	Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.		
10.	Using examples from the scripture texts studied, make links between the Christian beliefs about the work of the Holy Spirit and being called to be a disciple of Jesus.		
11.	Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.		
12.	Know some simple facts about how Jews in Britain celebrate the Passover today. Model curriculum		
13.	Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.		
14.	Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices.		
Skill Area: Discern Pupils will be able to:			
1.	Think imaginatively about different possibilities when exploring issues of justice or equality that arise from the religious stories studied.		
2.	Express preference when asked to choose between different		

	aspects of study, such as works of art or musical expression.		
3.	Ask ‘I wonder’ questions about religious stories, questions of belief, and religious experiences.		
4.	Begin to use picture language to recognise imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings.		
5.	Consider their personal experiences drawing on learning about other cultures, communities and traditions.		
6.	Express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.		

February assessment point **On track to** _____

July assessment point _____

Children working at Greater Depth Within Expected Standard in Year 1 will be working with increasing accuracy and detail. They will be working more independently than children working at Expected Standard. Their explanations will show that their thinking is at a deeper level than children working at Expected Standard.

Religious Education Assessment Statements

Year 4 **Name:**

Expected standard

Statements of assessment		**February**	**July**
Skill Area: Understand **Pupils will be able to:**			
1.	Show some understanding of the historical, cultural, and religious context of texts.		
2.	Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths.		
3.	Show some understanding of the theological virtues, reflecting on how these are shown in some of the texts studied and in the work of a Christian person or organisation.		
4.	Make links between prayers that show trust in God and the virtues of faith, hope, and love and connect with the Christian belief in the significance of showing love to others. Make connections between faith and actions.		
5.	Describe what a prophet is with examples from the Old and New Testaments.		
6.	Recognise the significance of John the Baptist, making links with the Old Testament.		
7.	Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.		
8.	Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied.		
9.	Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today. Make links with relevant scripture, such as the parable of the prodigal son.		
10.	Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.		
11.	Know the story of St Peter and St Paul, describing their importance to the early Church, the Church today, and the role of Pope as Peter's successor.		
12.	Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.		
13.	Describe the apostolic structure of the Church and its mission in the world today.		
14.	Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints.		
15.	Recount some facts about a different liturgical tradition within the Catholic Church.		
16.	Make simple links and connections between some Dharmic religious laws, beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism).		
Skill Area: Discern **Pupils will be able to:**			
1.	Think imaginatively about the implications of faith in Christ and actions.		
2.	Express preference supported by reasons when asked to choose between different aspects of study, such as works of art or musical expression and discuss their reasons with others.		

3.	Ask and answer questions about belief in Christ and what the Kingdom of God means to them.		
4	Consider their personal experiences drawing on learning about other cultures, communities, and traditions.		
5.	Express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.		

February assessment point **On track to** _____

July assessment point _____

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Religious Education Assessment Statements

Year 5 **Name:**

Expected standard

Statements of assessment		**February**	**July**
Skill Area: Understand **Pupils will be able to:**			
1.	Explain the significance of David and Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses.		
2.	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.		
3.	Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching.		
4.	Correctly use developing specialist vocabulary to describe the terms sin and conscience.		
5.	Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life.		
6.	Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.		
7.	Explain the significance of Ash Wednesday and say why Lent is an important season for Christians.		
8.	Explain the significance of Moses and Elijah at the Transfiguration.		
9.	Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.		
10.	Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.		
11.	Explain the term 'discipleship' with reference to a powerful example.		
12.	Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.		
13.	Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer		
Skill Area: Discern **Pupils will be able to:**			
1.	Begin to expand critical and creative skills in religious education by playing with possibilities and asking 'what if' questions about the subjects they have studied.		
2.	Express a point of view and discuss their point of view with others.		
3.	Form and share opinions about what it means to live a good life, developing an understanding of what this means in a Christian context.		
4	Reflect and use their imaginations in responding to texts.		

February assessment point **On track to** _____

July assessment point _____

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Religious Education Assessment Statements

Year 6 **Name:**

Expected standard

	Statements of assessment	February	July
Skill Area: Understand Pupils will be able to:			
1.	Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.		
2.	Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.		
3.	Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.		
4.	Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.		
5.	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 sources studied.		
6.	Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.		
7.	Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.		
8.	Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.		
9.	Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.		
10.	Show knowledge and understanding of how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples' feet.		
11.	Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.		
12.	Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.		
13.	Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.		
14.	Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity.		
15.	Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.		
16.	Explain the term 'worldviews' and its meaning, giving simple		

	examples.		
17.	Make links and connections between the five pillars of Islam and Muslim life in Britain.		
Skill Area: Discern **Pupils will be able to:**			
1.	Think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers.		
2.	Explore how they and others respond to musical or artistic depictions of faith.		
3.	Talk about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews		

February assessment point **On track to** _____

July assessment point _____

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