

Religious Education Handbook



St Vincent's Catholic Primary School

2024 – 2025

To love, serve and learn as Jesus shows us

Mission Statement

Our Mission Statement is: ***To love, serve and learn as Jesus shows us***

This is supported by the following aims and objectives:

Education: To learn

Aim:

To support everyone in our school to achieve their full potential and to be inspired to learn

Objectives:

- Provide education which is inclusive within a culture of high expectations.*
- Provide a stimulating environment where there is love and respect for all.*
- Offer a broad, balanced curriculum which supports children as individuals.*
- Encourage team work, collaboration and cooperation.*
- Develop and support children who are passionate about learning.*
- Acknowledge differences and celebrate the achievements so that all enjoy success.*
- Provide opportunities to think, dream and wonder.*
- Develop confident, resilient and independent learners.*
- Build courage to take risks and face challenges.*
- Create inspiring, exciting and challenging learning experiences.*
- Support personal, spiritual, emotional and academic development.*

Community: To serve

Aim:

To reach out to our community and the world around us and respond in love and service

Objectives:

- Foster togetherness and "family".*
- Enable children to discover their place in their family, local, national and global communities.*
- Be inclusive of all, nurturing our uniqueness as children of God.*
- Develop trusting, supportive relationships with our families and neighbours.*
- Have a strong presence within our Parish and wider community.*
- Support the parish in preparing children for the Sacraments.*
- Create a safe, loving, nurturing environment.*
- Celebrate together regularly, involving our Parish and wider community.*
- Support others in our local and global community through prayer, fundraising and other forms of support.*

Christ-centred: To love

Aim:

To follow the example of Jesus in our actions and interactions

Objectives:

- Share the "Good news" through witness and love.*
- Promote an ethos of mutual respect, compassion, tolerance and acceptance.*
- Show humility and kindness.*
- Forgive others and ourselves, and accept forgiveness.*
- Take care of the vulnerable.*
- Celebrate diversity, welcoming and valuing everyone.*
- Be positive role models who treat everyone with love and respect.*
- Celebrate our faith through daily prayer and collective worship.*
- Explore our own faith, and the faith of others through Religious Education.*

To love, serve and learn as Jesus shows us

Aims and Objectives of Religious Education

The aim of Religious Education

In the life of faith at St. Vincent's Catholic Primary School, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.

The aim of Religious Education at St. Vincent's encompasses all children from whatever background providing collaborative activities which respects and promotes the child's innate capacity for wonder, awe, reverence, imagination - for the spiritual.

The aims of Religious Education are:

1. 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;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. 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;
4. 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;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

(Religious Education Curriculum Directory: To Know You More Clearly, 2024)

The following strategies and aims underpin the effective delivery of Religious Education in the Catholic school.

- Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum
- Religious education will be taught discretely and developmentally. It will include engaging and comprehensive content to deepen knowledge and understanding of the Catholic faith, of key theological ideas and their application to life and culture.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Pupils' awareness of the faith and traditions of other religious communities will encourage respect and understanding.
- Engagement with difficult questions of meaning and purpose, which everyone has to face,

To love, serve and learn as Jesus shows us

will enable them to think critically about their own questions of meaning and purpose.

- Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

Objectives

In order to achieve our aim, we will utilise a Religious Education programme which:

- Will provide opportunities for celebration, prayer, and reflection in implicit and explicit ways.
- Will provide children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, peoples and objects.
- Will present a 'systematic presentation of the Christian event, message and way of life', in ways appropriate to the age and stage of development of the child.
- Will require that the adults involved understand the underlying theological as well as educational principles.
- Will provide the adults with adequate preparation for teaching about other faiths in context with the Religious Education Directory
- Will 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.
- Respects the need for support for Religious Education co-ordinators and for Inset training.
- Respects the different pastoral needs and practices within our parish and supports the need for sacramental catechesis.

The Religious Education Programme

Religious Education is at the core of our curriculum at St Vincent's Catholic Primary School. Our curriculum complies with the Requirements of the Bishops of England and Wales and has been designed in line with the new Religious Education Directory (To Know You More Clearly).

With support from the Liverpool Archdiocese, we introduced the new Religious Education Directory (RED) 'To know you more Clearly' in Nursery and Reception in 2023/24. In September 2024, we rolled out the model curriculum across all year groups. The new RED will be compulsory in all Catholic schools in all classes by September 2026.

This new directory seeks to present the teaching of religious education in a sequential and progressive form, rooted in the liturgical year. The framework has four structural elements:

- **Knowledge lenses** which indicate what should be known by the end of each age phase. These are split into hear, believe, live and celebrate.
- The **'ways of knowing'** are the skills which develop as the children progress through their curriculum journey. These are split into understand, discern and respond.
- **Expected outcomes** are set for each age phase and indicate what pupils are expected to know, remember and be able to do.
- Curriculum **branches** are the way the programme of study presents its model curriculum. There are six half term branches which are the same in each year group:



Autumn 1- Creation and Covenant - Encounter the God who creates and calls all people with a focus on the accounts of Creation.

Autumn 2- Prophecy and Promise - Explore the expectant waiting for the Messiah through the Advent season.

Spring 1- Galilee to Jerusalem - Experience the ministry of Jesus and the Word of God. They will learn through parables, encounters, miracles and teachings.

Spring 2- Desert to Garden - Study the season of Lent and its culmination in the events of Holy Week.

Summer 1- To the ends of the Earth - Study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.

Summer 2- Dialogue and Encounter - Learn how Christians work together with people of different religious backgrounds, building an understand that all people work towards a common good and should respect all humanity.

To love, serve and learn as Jesus shows us

Planning

The Bishops' require 10% of the taught time for Religious Education. This time does not include collective worship, sing and praise, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this.

Long Term Planning

The focus of each half term ('Branch') is set out in the Religious Education Directory (see Appendix 1)

Medium term planning

The content of each half term ('Branch') is set out in the Religious Education Directory (see Appendix 1)

Short term planning

Teachers are well supported in their short term planning.

Reception, Year 1, Year 2 and Year 3 are provided with medium term planning documents from the Archdiocese which contain key concepts, Scripture and lesson ideas. All teachers have been or are still involved in local working parties (clusters) made up of Catholic teachers from across Warrington. These cluster meetings are half-termly and colleagues plan for the coming 'branch'. The groups are led by an experienced RE lead and/or a Catholic Head teacher. An agreed planning format is used, ideas are collated and added to an online SharePoint (Padlet). Teachers from St.Vincent's adapt the planning and suit the needs of our pupils and ensure best practice.

Lesson pedagogy

All Religious Education lessons will have a clear focus on an 'Expected Outcome'. This will be used as a learning objective and shared with the children.

Teachers will draw on prior learning, recapping key knowledge, vocabulary, rituals, etc.

Knowledge Organisers will be used as a reference tool.

All lessons will begin with 'Hear', where Scripture is shared with the children. This will include the use of a 'Golden Box', where resources, such as peg dolls, are used in order to 'bring Scripture alive', to allow children to make deeper connections with the Word of God and the lives of His people.

Teachers deliver the 'knowledge content' of the lesson using a range of approaches: discussion, video, PowerPoint, drawing ideas from artworks, questions posed to visitors, etc. Teachers will ensure all pupils are exposed to progressive religious vocabulary used by the Catholic Church.

Key knowledge and vocabulary will be referred to on the Knowledge Organiser and Working Wall.

The children will develop their religious knowledge, skills and understanding through an independent, paired or group learning tasks. This can take many forms: dance, song, discussion, debate, art, design, composition, instrument playing, a written task, drama, etc.

A plenary will be used to recap key knowledge content, address errors or gaps in knowledge and deepen understanding.

Throughout all stages of a lesson, teachers and support staff will assess pupil attainment through questioning, observing and monitoring, and will provide verbal feedback, or quick reviews to ensure children are secure with key knowledge content.

Foundation stage approach

The content of RED for Nursery and Reception will be delivered through:

- Whole class core input: teacher led
- Adult directed group activities: teacher or assistants work with groups of children
- Continuous provision: child centred learning across the areas of learning in the foundation stage

Religious Education contributes to the areas of learning outlined in the curriculum for the foundation stage but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding of the world
- Expressive arts and design

Adaptive teaching

As with all other areas of the curriculum, the purpose of making adaptations in religious education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next
- step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement;

Teachers will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.

To love, serve and learn as Jesus shows us

- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

In their planning and delivery of the RED, teachers will provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles.

Teaching Other Faiths/Religions

As they progress through school, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews

The children will study other faiths, other religions, other worldviews during 'Branch 6'. The children will encounter this content through two lenses: dialogue and encounter. 'Dialogue' and 'Encounter' set out the requirements in relation to the teaching of other religions and worldviews.

Recording

At St. Vincent's, recording provides evidence of - and celebrates - the individuals' achievements. Recording takes a range of formats:

- Each child from Year 1 to Year 6 has an RE book in which they can record their work.
- Seesaw is used to evidence any practical work: dance, song, drama, discussion, etc.
- Work is marked in line with our marking and feedback policy

Assessment

The **ways of knowing** describe the skills that pupils develop as they progress through the religious education curriculum. They are called ways of knowing since they describe the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one's own life. The three ways of knowing are 'understand', 'discern', and 'respond'.



Assessment at St. Vincent's involves:

- Informal assessment, general observations
- Review: end of task, activity

Formal assessment

Work is formally assessed once a half term with 'Assessment Keys'. These assessment tasks allow teachers to gain further insight into each child's understanding – what do the children know, have they remembered?

The Assessment Keys have been devised by Warrington schools and provide an opportunity to moderate across schools as well as in-house.

Evaluation of teaching/Monitoring

It is important that all opportunities are taken to evaluate our teaching of Religious Education. This can be done individually and collectively and in a variety of ways including:

- Discussion at staff meetings and INSET
- Observation of assemblies and liturgies
- Displays of children's work
- Observation and monitoring of class teaching
- Pupil Voice
- Self evaluation (See CSED)

Reporting

There are four dimensions to reporting in Religious Education:

- To provides feedback to pupils in their achievements and progress
- To informs colleagues of the achievements of individual pupils and the areas studied by a class and year group.
- To informs parents of the progress and achievement of their children.
- To informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Formal reporting to parents is done throughout the year at Parents' Evenings and at the end of year through the child's written report.

Religious Life

Parent/Carer Involvement

- Invitation to Monday Assemblies, class RE assemblies, Masses and other celebrations.
- Celebrations for First Reconciliation and First Holy Communion
- Outline of R.E / Catholic School Ethos to parents of prospective Reception intake
- Content of each half terms R.E theme through class curriculum overviews

Pupil Responses

Autumn Term	Spring Term	Summer Term
<i>Fundraising:</i> <ul style="list-style-type: none"> • CAFOD • Warrington Food Bank • Royal British Legion poppy appeal • Children in Need • St Rocco's 	<ul style="list-style-type: none"> • CAFOD – Good Shepherd • St Rocco's • Sports / Comic Relief 	<ul style="list-style-type: none"> • School council choice

Annual Celebrations

Autumn Term	Spring Term	Summer Term
Feast of St Vincent's / Mission Day Harvest Remembrance Day Advent Mass Christmas Nativity Sacrament of Reconciliation Christmas Service	Ash Wednesday Service Mother's Day Assembly Easter Passion Service	Father's Day Assembly Sacrament of First Holy Communion St Peter and Paul Mass School Celebration of First Holy Communion Thanksgiving Mass Leavers' Assembly

Resources

Staff communication

Time will be given for staff to communicate and consult at staff meetings and weekly briefings, and in the provision of time on Inset days. Time will also be given for the Subject Leader to feedback when they have been to briefings.

Staff induction

The Head of School/R.E. Lead will ensure that all new staff receive appropriate CPD in order to carry out their aims of our RE curriculum, wider Catholic Life and the Mission of the Catholic Church. Adequate support will be put in place to develop less confident or knowledgeable staff members.

Staff development and training

At St. Vincent's, staff development is seen as crucial in raising standards of achievements for all our children. Staff meetings and INSET form an integral part of this development for the whole staff incorporating development of subject knowledge and self-evaluation. Leaders across Warrington have put into place effective Cluster groups to allow teachers from each year group the opportunity to collaborate and plan for each new branch. A SharePoint (Padlet) has been set up to allow for file sharing. Each group is supported by an experienced RE lead and/or Head teacher to facilitate the planning process.

Relationship of Religious Education to the whole curriculum

Collective Worship (See Policy in Appendices)

The children participate in the statutory daily act of Collective Worship and this is often linked to the Religious Education themes. Collective worship is carried out daily as part of an assembly or within individual classrooms. Collective Worship will be in many forms giving time for greeting, praise, thanksgiving, forgiveness, celebration, reflection, meditation and spiritual growth.

Spiritual and Moral Development (See Policy in Appendices)

Our Religious Education work must affect the Spiritual and Moral development of all the children in the school, we also ensure all subjects help to develop these important areas. The children need to see the wonder of God in all things and need to know right from wrong, this is reflected in all that we do in our school – Daily Life and Relationships.

Sacramental Preparations

Children will receive Reconciliation and Holy Communion in Year 4.

In the Spring Term Eucharist is explored through Communion, Meals, Memories and Thanksgiving. In the Summer Term Reconciliation is explored through Change, Choices, Building Bridges and Freedom and Responsibility

Sacramental Preparation is a three way process: Home – Parish – School. Whilst the school plays an integral role in preparation, what is done in school is closely co-ordinated with the catechesis (the process of educating to and in faith) offered at home. Guidance is given to parents on how they can help their child with the programme preparation at home. This process puts a strong emphasis on the collective role of School, Home and Parish in children's faith development.

Relationships, Sex and Health Education Policy

The RED links strongly to the teaching of RSHE, using Journey in Love. We have mapped the links between RE and Journey in Love in order to make clear how they support each other.

Equality Policy

Our school mission statement is based on the gospel values of love, serve and respect, which are based on the equality between all human beings regardless of gender, race, colour, social condition, language or religion, derived from our belief that each person is a child of God.

Religious Education's influence on other School Policies

As mentioned above, Religious Education must influence all that goes on within our school and does not stand alone as a single subject or lesson. It is both implicit and explicit in many activities with school. Religious Education has a strong bearing on many other policies, including Behaviour, Anti-Bullying, Safeguarding and Child Protection, Special Educational Needs, Display and throughout our cross-curricular links and in our links with other schools, particularly High Schools.

Religious Education Development Plan

Religious Education is an integral part of the School Improvement Plan and will be considered and prioritised alongside each of the other subject areas. We will try to allocate one Inset day, either as a school or with the district, every two years to Religious Education development. The most recent R.E. Inset day was in September 2024.

The school has an R.E. Lead, who works with the rest of the staff to develop Religious Education throughout the school. The RE lead participates in training organised by the Archdiocese and leads in-house school training. They also carry out monitoring of Religious Education. The CSED is reviewed annually to consider teaching, learning, resources, planning, assessment, record keeping and target setting. This informs the RE Leader's Action Plan for the following academic year.

It is the duty of the R.E. Lead to provide appropriate support for all colleagues and particularly for any newly-appointed staff. The R.E. Lead must try to involve the Parish Priest and the Governors in any developments and, in order to do so, they must work hand-in-hand with the Head of School and Executive head teacher.

Evaluation on Religious Education Policy

It is very important that there is constant review and evaluation of Religious Education within the school, as has been mentioned above. This, as stated, will be covered annually and must involve initially the R.E. and Head of School, followed by the rest of the staff, the Parish Priest and the Governors. Within this annual review there will have to be continual development and questioning by all staff to ensure that Religious Education is a living and lived out subject within our school.

Examples of questions to be raised include:-

- How much time is given to Religious Education at present?
- How is this time used?
- Do pupils find the presentation of Religious Education to be on a par with all other areas of the curriculum?
- What teaching and learning strategies are used?
- Does Religious Education allow pupils to talk, to be listened to, to work in groups, pairs, alone?
- What are the aims and learning intentions of Religious Education lessons?
- What does the Religious Education curriculum consist of at present?
- What themes and topics do we explore?
- Is there a balance between different aspects of Religious Education teaching?
- What are the strengths and weaknesses of Religious Education teaching in our school?
- What do we do about evaluation, assessment, record-keeping and profiling?
- What resources do we have? Where and in what way are these stored?

It will be through this continuous review, evaluation and development of Religious Education that we will try to ensure, just as was stated at the beginning of this document, that Religious Education is a collaborative activity which respects and promotes all children's innate capacity for wonder, awe, reverence, imagination - for the spiritual.

The RE Handbook was reviewed in the Autumn Term 2024. It will be updated annually and reviewed as appropriate.

Appendix 1



Religious Education Overview

	Overarching theme	Branch 1 Creation and covenant	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and Encounter
EYFS	My own faith, The faith of my community, Knowing God and the life of Jesus	Genesis - Indeed it is very good Focus on themselves and God's love for us	The annunciation The Nativity, shepherds, the crib, advent wreath; How different cultures celebrate	Wise men visit Jesus calls the little children Jesus came to show God's love	Lent, Jesus died on the cross - it was sad, Jesus was given new life - everyone celebrates, simple Holy Week	Ascension Pentecost Holy Spirit Early Christian community	My own faith Local Parish (Other faiths and festivals covered across the curriculum)
Year 1	Revelation, how do people know about God?	Story of Creation in Genesis, God's gift of Creation	God's love, Mary said yes to God's call, Hail Mary, events from the annunciation to shepherds, Angels - bringing God's message, Christmas around the world and the local Community	People that encounter Jesus, Jesus' mission, Our mission, Candlemas	Link Jesus' time in the desert and Lent, Giving - widow's mite, story of last week of Jesus' life (inc ways marked in another country)	Road to Emmaus, Promise of the Spirit, The Ascension, Pentecost Holy Spirit	Christianity - follower of Jesus Christ Judaism - belief in one God and special clothes Jewish people wear
Year 2	Baptism	Gift of Creation, Noah, God's promise, Caring for God's world	Isaiah spoke of Jesus, The annunciation, John the Baptist, Mary (pray to and with), Advent - different cultures and communities (the wreath, Las Posadas)	John the Baptist Baptism of Jesus The Lost Sheep Sin Forgiveness	Jesus' words on the cross about forgiveness, Lent is a time for forgiveness and reconciliation Sacrament of Reconciliation Holy Week review, Easter Vigil	Events from the Resurrection to Pentecost, Fruits of the Holy Spirit St Luke's gospel - the life of Jesus, the Acts of the Apostles, early Church	Christianity - how we should live; Judaism - religious law, beliefs, worship and life (Sabbath celebrated in synagogues and homes) Hebrew calligraphy
Year 3	Eucharist	Story of Creation in Genesis Made in the image of God Stewardship	Sunday as a holy day, Mass - simple description (focus on Liturgy of the Word), Angels' message (linking Isaiah) to Joseph, signs used in Advent/Christmas	Magi - gifts Kingdom of God Our Father Life of a Saint	Feeding of the 5000, the last supper, Body of Christ, Describe the Mass - focus of Liturgy of the Eucharist - offertory prayer	Road to Emmaus, the group of apostles (inc Mary), Early Church, Paul's Letter to the Corinthians, linked to Mass	Judaism - Exodus, Passover, meaning of food Christianity - Last Supper Islam - Islamic laws, beliefs, worship, and life (5 pillars)
Year 4	People whose lives have	Abraham Joseph	What is a prophet? - Elijah,	Jesus showed God's Kingdom	Prodigal son	Peter: faith, three	Christianity - St Paul,

To love, serve and learn as Jesus shows us

	been transformed by faith and hope in God	Covenant Cardinal Manning in the London dockworker's strike 1889	John the Baptist (link words and preaching to Advent), The Feast of Christ the King, Jesse tree	inc those excluded, Nicene Creed, People inspired by Jesus to help the marginalised	Judgement of nations parable Holy Week Story of St Peter	denials, saw Jesus by the lake; the Pope, Apostles' Creed, Communion of Saints, Mary -Queen of Heaven	Theological virtues, Liturgical rite, Liturgical traditions, Coptic Church Islam - 5 pillars
Year 5	The significance of the Old Testament as part of Christian understanding of the revelation of Jesus	Moses - the call and the covenant, the ten commandments Covenants made - Noah, Abraham, Moses Sin Virtues	David's life and kingship, Samuel, meaning of shepherd - servant leadership, O Antiphons, Rosary	Beatitudes (link ten commandments) the great commandment, Transfiguration (Moses and Elijah), Seven petitions of the Our Father	Ash Wed Mass, Lent, Sin, commandments, Jesus' great commandment, Resurrection, people follow his path to heaven, Rosary, sorrowful mysteries	Gifts of the Holy Spirit, mystery of the Holy Trinity, Confirmation, Discipleship, Rosary, glorious mysteries	Christianity - The Bible: construction, understanding scripture Judaism - the Tanakh, Shema prayer
Year 6	St John Second account of Creation	Second Creation story Laudato Si Stewardship Original sin Baptism Jesus a new covenant Catholic Scientist - no conflict between faith and science	Old Testament - importance of women, Mary is the fulfilment of the Old Testament promises; women today who are responding to God's call in their life	Identify authorial intention in scripture passages studied, Jesus - God and human, Seven Sacraments, St John's gospel	Holy Week, Jesus as Messiah, Washing disciples' feet linked to Mass on Holy Thursday, Stations of the Cross, Discipleship	Literary forms and authorial intention of scripture, scripture linked to religious beliefs, The Resurrection of Christ and the revelation of the Father, Son, and Spirit.	Christianity - The 'common good', principles of CST; Worldviews, Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism)

Opportunities to attend Church linked to the RE Curriculum

	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
EYFS		Advent wreath, the crib				
Year 1			Candlemas			
Year 2			Baptism			
Year 3		Mass - Liturgy of the Word		Mass - Liturgy of the Eucharist		
Year 4			Nicene Creed	Holy Week - Stations of the Cross	Apostles' Creed	
Year 5				Ash Wednesday Mass		
Year 6				Mass on Holy Thursday		

To love, serve and learn as Jesus shows us

To love, serve and learn as Jesus shows us