



St Mary’s R.C. Primary School



Religious Education Policy

February 2016

So faith comes from hearing, and hearing through the word of Christ.

Roman 10:17



Religious Education Policy

Date	Review Date	Coordinator	Nominated Governor
22 nd June 2015	June 2015	Miss Amy Wilcox	Father Hennessy

Missions Statement

At St. Mary's R.C. Primary School we *work, pray, share and learn together* in a supportive environment in partnership with parents and parish to ensure that each child develops academically, spiritually, physically and socially. Children are valued as individuals and encouraged to strive for self improvement whilst remaining sensitive to the needs of others.

We use the following motto to help us remember our mission:

"Working, Praying, Sharing and Learning Together"
"Gweithio, Gweddiwn, Rhannu a Ddysgu gyda'n Gilydd"

Vision Statement and Aims

St Mary's R.C:

Recognises that children succeed best in an atmosphere where they work, pray, share and learn together with the example of Christ at its centre.

Welcome and cares for everyone, promoting strong links with and supported by home, parish and community.

Celebrates our achievements in all activities and recognises and rejoices in the talents of others.

Respects the uniqueness of each individual and caters for their particular needs.

We aim to:

- To create a caring Catholic Community in which the Catholic Faith is put into daily practice and in which Catholic Doctrine and Principles are explored.
- To deliver a relevant, differentiated and stimulating curriculum which offers equal opportunity for self improvement through raising standards allowing all to succeed.
- To involve both the parents and the parish in the education of the children.
- To foster positive attitudes to learning and self-development and to encourage high expectations.
- To develop concerns for all and an understanding of how an individual's actions affect others.
- To promote a healthy and active lifestyle.
- To work with all our Comprehensive Schools to ensure that the children are well prepared to continue the learning process.



Whole School Policy and Guidelines for RE

This policy document has been revised in light of the new, statutory Literacy and Numeracy Framework, which has been developed to help achieve the aims of the Welsh Assembly Government, “that the children of Wales are able to develop excellent literacy and numeracy skills during their time in school.” ST Mary’s Primary School aims to identify and provide opportunities for learners to apply literacy and numeracy along with the thinking and ICT elements of the non-statutory ‘Skills Framework’ across the curriculum. The school identifies these as essential skills for life-long learning that all individuals need in order to prepare them for the challenges, choices and responsibilities of work and adult life. These key skills underpin learning and teaching in all curriculum areas and at all stages of development. The provision of ICT will be reviewed in line with the school improvement plan.

At St Mary’s Primary our aim is to deliver the new orders of the “Foundation Phase” and “Key Stage 2 National Curriculum” (Wales 2008) in an exciting and challenging way. These statutory documents indicate to schools the revised content, range and relevant skill development opportunities within each subject or “Area of Learning”. In addition to considering the skills within this document, Religious Education is delivered through the use of the Come and See programme and with reference to the NBRIA Levels of Attainment.

The policy has been drawn up to reflect our whole school approach to Religious Education and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community supported in partnership with parents.

The Nature of RE in St Mary’s R.C. Primary School

The purpose of Religious Education at our school is to nurture the Catholic Faith and its teachings in our children. By helping them to live this faith, we hope to encourage our children to develop a better relationship with God and others around them.

Central to our ethos are the opportunities for prayer and worship which lie at the heart of our faith. We will endeavor to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world.

Religious Education (R.E.) should promote pupils’ cultural, mental, emotional, spiritual and physical development and prepare children for the opportunities and responsibilities that are to come. This should be the context of a moral and ethical Christian framework.

R.E. is a core subject. It is delivered mainly through the religious education programme Come and See, but is also encouraged through links with home, the Parish Church, the local community and other subject areas, especially PSHE and ESDGC. We believe that all aspects of R.E. should be woven into the fabric of school life.

We recognise that everyone at St Mary’s School, staff, children, governors and parents are on their own personal journey of faith.



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.’¹

- Religious Education is ‘the core of the core curriculum.’

*‘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..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.’²*

- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right. *Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. As ³such it is to be taught, developed and resourced with the same commitment as any other subject.*

“Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material.”⁴

- The outcome of Classroom 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”.⁵
- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

¹ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6

² Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6

³ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.3

⁴ Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, 2000, para 7

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6



The Aims of Religious Education (as stated in the RE Curriculum Directory):

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- 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 so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- 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;
- To bring clarity to the relationship between faith and life, and between faith and culture.⁶

Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Arch - Diocese.

Process

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

*'Teaching in Religious Educationshould help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'*⁷

⁶ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

⁷ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7



Teaching and Learning

- The delivery of Religious Education to each year will be the responsibility of each class teacher.
- Class teachers will have the support of the Coordinator and other outside agencies where appropriate.
- Teachers will use the Come and See scheme of work to teach Religious Education. The scheme provides a broad, balanced and progressive framework within which Religious Education will be developed.
- Teachers will use a variety of teaching strategies to ensure that lessons have pace and that the children are fully engaged e.g. exploring religious artefacts / videos / ICT etc.
- There will be an emphasis on practical, first hand experiences wherever possible and practicable.
- Interaction during the lesson will include teacher to class, paired work and group work.
- See appendix for Range, Skills and NBRIA levels.

Planning

Planning for Religious Education will follow the school's guidelines on planning for curriculum provision:

- The Come and See scheme of work outlines the learning objectives, subject skills, activities, resources and programmes of study for each year group.
- Detailed topic planning indicates the learning objectives, subject skills and activities to be covered during any one week. (Four weeks for each topic)
- Objectives and activities are evaluated at the end of the week.
- Plans and evaluations are given to the headteacher, placed on the school mainframe and are available for inspection by the Coordinator.
- The Come and See scheme follows a yearly cycle for each year group with nine topics taught each year (three per term) as shown in the table below:

Come and See Foundation Phase			
Nursery	Reception	Year 1	Year 2
Myself	Myself	Families	Beginnings
Welcome	Welcome	Belonging	Signs & Symbols
Birthday	Birthday	Waiting	Preparations
Celebrating	Celebrating	Special People	Books
Gathering	Gathering	Meals	Thanksgiving
Growing	Growing	Change	Opportunities
Good News	Good News	Holidays & Holydays	Spread the word
Friends	Friends	Being Sorry	Rules
Our World	Our World	Neighbours	Treasures



Come and See KS2			
Year 3	Year 4	Year 5	Year 6
Homes	People	Ourselves	Loving
Promises	Called	Life Choices	Commitment & Vocations
Visitors	Gift	Hope	Expectations
Journeys	Community	Mission	Sources
Listening & Sharing	Giving & Receiving	Memorial Sacrifice	Unity
Giving All	Self discipline	Sacrifice	Death & New Life
Energy	New Life	Transformation	Witnesses
Choices	Building Bridges	Freedom & Responsibilities	Healing
Special Places	God's People	Stewardship	Common Good

Planning

Some Religious Education resources are stored the Prayer Cupboard in the Foyer centrally and in the Year 6 classroom. Additional age appropriate resources are stored in classrooms.

Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

Additional curriculum support materials and resources will be considered, following advice from the Archdiocese, according to whole school needs and funds available.

Budget will be allocated following consultation between the Headteacher, subject leader and the Governing Body.

The available budget will be clearly linked to the School Improvement Plan.

Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

Each unit of the scheme of work takes into account prior learning, consider the expectations of the pupils and sets pathways for future learning. Teachers will enable all pupils, including children with special educational needs and gifted children, to access the curriculum by the provision of differentiated resources and tasks.

(See P levels in Appendix)

Special Educational Needs

Every classroom will provide for pupils with special educational needs. For those pupils who may need the provision, the scheme of work may be adapted where necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age and experience.

As a subject Religious Education has many characteristics that help less able children achieve a great degree of success. Every effort will be made to utilise these characteristics using the following techniques:

- An emphasis on first hand experiences.
- Developing knowledge and skills in small steps through practical activities.

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- Working on a variety of activities to allow pupils to share strengths and help each other.
- Recording pupils’ work in a variety of ways.
- Simplifying the language of instructions for pupils with reading difficulties.
- Allowing time of the completion of work, if necessary work being completed and reinforced during sessions with LSAs.

More Able and Talented

At ST Mary’s Primary School we recognise that every pupil has talents and skills which we aim to identify and nurture. We aim to develop the individual needs and skills of all learners and recognise the needs of the More Able and Talented Pupils.

We seek to provide the highest quality opportunities for these learners in a supportive, caring environment. Guidance has been taken from the Welsh Assembly Government document “Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils.” We aim to:

- Develop provision for more able and talented children.
- Develop a curriculum that extends and enriches the learning experiences of this particular group of people.
- Continue to develop a range of learning and teaching strategies that extend and support children’s development.
- Work effectively in partnership with children and parents / carers to develop individual learning programmes.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in ‘Come and See’. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week’s teaching and learning time per year is given to each. These weeks are taught at the same time for the whole school.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops’ Conference.
- Each teacher keeps a class record of assessed work and records of pupils’ progress.
- The school portfolio of pupils’ work contains three samples of work from each teacher for the Diocesan agreed task each term, covering a range of abilities.
- An in - house moderation meeting is held every term.
- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE Coordinators’ Moderation meetings in the summer term.
- Monitoring of teaching and learning is completed by the RE coordinator through the year, in the form of lesson and collective worship observations, book scrutiny and by talking to pupils. All this information is then shared with the whole school community.
- Pupils are sublevelled at the end of each term and this information is used to ensure progress and achievement is recorded and tracked by the class teacher, RE coordinator and the ARR coordinator.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors on a annual basis.



Learning Across the Curriculum

The Literacy and Numeracy Framework (LNF)

The statutory Literacy and Numeracy Framework came into effect from September 2013. The LNF document provides year on year expectations and gives clarity to support progression. Within RE lessons teachers will develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF.

Within Literacy we expect pupils to become accomplished in

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum

Within Numeracy we expect pupils to become accomplished in

- Developing numerical reasoning
- Using number skills
- Using measuring skills

Cwricwlwm Cymreig

Religious Education contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and purpose of life and the significance and impact of religion and religious thinking on twenty first century society. We particularly focus on what it means to be a Catholic living in Wales today. Such insight supports social cohesion, cultural / religious awareness and cooperation within society and individual communities.

PSE

Religious Education contributes to personal and social education through exploration of the spiritual, moral, social and cultural dimensions. Learners develop understanding of and respect for various world religions, specifically focusing on the Catholic faith and explore how religion impacts on decisions made and lifestyles adopted by individuals and societies within various cultures around the world.

ESDGC

Religious Education contributes to ESDGC through focus on the desire of many religions, with particular focus on the Catholic faith, to foster values and aspirations such as equality, justice, responsibility, peace and morality through such things as social action, sustainability and global citizenship. Learners will also be encouraged to question the values and aspirations of their own lives, the lives of others and society.

Skills Across the Curriculum

Developing Thinking in Religious Education

. In Religious Education, learners develop thinking skills through a range of activities. Learners ask fundamental questions which are raised by human experience, the world and aspects of religion, particularly those relating to the Catholic faith. They explore and make links between the religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these to



evaluate and justify their personal responses. They use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

Developing Literacy and Communication in Religious Education

Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In Religious Education, learners develop skills in oracy, reading, writing and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading / writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious / symbolic language with a growing awareness of the range of possible interpretations.

Developing ICT in Religious Education

Learners develop their ICT skills across the curriculum by creating, presenting, finding and developing information and ideas and by using a wide range of equipment and software.

In Religious Education, learners use ICT to communicate and share information (using for example emails and PowerPoint), to present information in a variety of formats using word processing and graphics, to find and develop information on the internet and other sources including CD-ROMS etc, to support oral presentations and the creating of ideas and strategies to improve the impact of their work.

Developing Numeracy in Religious Education

Learners develop their numeracy skills across the curriculum by using mathematical information, calculating and interpreting and presenting findings.

In Religious Education, learners develop skills in the application of numeracy by using information such as ordering events in time, by measuring time through the seasons of the Catholic liturgical year and the special times of year for other religions, by becoming familiar with the Bible and the numerical references within it and by considering the significance of number within religion. They interpret results / data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

Not all of these are appropriate to both Foundation Phase and Key Stage 2 and to all Religious Education topics, so any Key Skills that are going to be targeted at any particular time will be identified in the short term plans.



Management of the Subject

Miss Wilcox, the Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Responsibilities of Subject Leader:

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment target strands and levels.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
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- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
 1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.(from Come and See)
 3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.



5. A record of Staff Professional Development in RE
 6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
 - To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF 48 document.
 - To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).

Professional Development

St Mary's Primary School is committed to training staff in Religious Education by in-school training and support from Cardiff Archdiocese and other outside agencies. The staff are encouraged to identify areas they wish to develop and every effort is made to meet the individual training needs.

Role of the Headteacher

The Headteacher will:

- ensure a whole school approach for the teaching of RE;
- work closely with the link governor and coordinator;
- provide leadership and vision based on this policy
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the Subject Leader:
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- undertake appropriate training;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy



Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the chaplaincy team and updated annually.

Linked Policies

Collective Worship Policy	Sex and Relationship Policy
Prayer Policy	Teaching and Learning Policy
Personal and Social Education Policy	

Headteacher:	<i>Tim Baxter</i>	Date:	29/2/16
Chair of Governing Body:	<i>Tim Pritchard</i>	Date:	29/2/16

Appendix



Scheme of Work – Foundation Phase

Focus Statement – Religious Education

Within the Foundation Phase children are inquisitive and naturally ask questions about life and the world around them. Children are fascinated by themselves, their families, other people and the wonders of the world. This fascination relates directly to their spiritual, moral and cultural development. Through engaging, practical, integrated activities children can learn more about themselves, other people and the world around them and develop an understanding of their rich cultural and religious heritage in Wales. Children will specifically develop an understanding of the Catholic faith and develop a relationship with God and an understanding of the person of Jesus Christ. Knowledge of the Catholic heritage and tradition (through stories and role play) enables them to understand more about themselves and helps them to develop understanding of the viewpoints of others, which develops respect and attitudes of responsibility. Through play, children develop their ideas, opinions and feelings with imagination, creativity and sensitivity which can help them inform their view of the world, their hopes and their dreams.

Range

Moral and spiritual development – children should be given opportunity to:

- Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively.
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate.
- Communicate and reflect on the decisions made in stories and situations, or personally, suggesting alternative responses, including those from religious perspectives.
- Respond personally to simple imaginary moral situations, considering them from religious perspectives and giving reasons for decisions made.
- Experience exciting, wonderful, inspirational, creative and / or quiet times and express ideas and feelings about these times creatively, explaining why they are significant.
- Consider why people, including religious people, value and seek times of creativity, inspiration, awe and wonder, peace and tranquility and revelation.
- Talk about the choices available to individuals and discuss whether the choices available make decisions easier or more complex.
- Ask questions about what is important in life from a personal perspective and from the perspective of other people.
- Communicate ideas, values and beliefs about themselves, others and the world.

Skills

Throughout the Foundation Phase children should have opportunity to:

- Explore how religion has influenced and guided people's lives, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
- Pose questions about beliefs, values and actions that arise from exploration.
- Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
- Express personal responses to personal, religious and moral questions.
- Explore our responsibilities and the responsibility of religion for living things and the natural world.
- Ask and explore more complex questions (including personal, religious, spiritual and moral questions) about the world, human experience and aspects of religion.

Outcomes / NBRIA Levels



AT1:1 Learning about religion: beliefs, teachings and sources

Level 1 – Recognise some religious stories.

Level 2 – Retell some special stories about Religious events and people.

Level 3 – Make links between religious stories and beliefs.

AT 1:2 Learning about religion: celebration and ritual

Level 1 – Recognise some religious signs and symbols and use some religious words and phrases.

Level 2 – Use religious words and phrases to describe some religious actions and symbols.

Level 3 – Use a developing religious vocabulary to give reasons for religious actions and symbols.

AT 1:3 Learning about religion: social and moral practices and way of life

Level 1 – Recognise that people, because of their religion, act in a certain way.

Level 2 – Describe some ways in which religion is lived out by believers.

Level 3 – Give reasons for certain actions by believers.

AT 2:1 Learning from religion: engagement with own and others’ beliefs and values

Level 1 – Talk about their own experiences and feelings.

Level 2 – Ask and respond to questions about their own and others’ experiences and feelings.

Level 3 – Make links to show how feelings and beliefs affect their behavior and that of others.

AT 2:2 Learning from religion: engagement with questions of meaning and purpose

Level 1 – Say what they wonder about.

Level 2 – Ask questions about what they and others wonder about and realize that some of these questions are difficult to answer.

Level 3 – Compare their own and other people’s ideas about questions that are difficult to answer.



At Key Stage 2, Religious Education fosters learners' interest and wonder in the world and human experience. With a deeper level of engagement with the Catholic faith they are stimulated into raising and investigating deep questions that relate to their personal experiences, religion and life in general, thus building on the skills, knowledge and understanding acquired during the Foundation Phase. Through practical, stimulating activities and exploration of religion in their locality in Wales, in Britain and the wider world learners will develop skills and gather information that will help them to think creatively about fundamental religious and moral questions, particularly those relating to the Catholic faith, and share ideas through discussion. Knowledge of religions and a recognition of the importance religion plays in people's lives will help to develop tolerance and respect and should foster responsible attitudes in local and global society. Through active participation learners will particularly explore the spiritual and moral dimensions of the Catholic faith in order to inform their own search for meaning and purpose. Learners will deepen their relationship with God and explore the Bible in more depth to build up their understanding of the person of Jesus Christ. Learners will express their own feelings and opinions in response to their journey of faith and their views on the teachings of the Catholic Church and will recognise that other people's viewpoints may differ.

Range

Pupils should be given opportunity to develop skills through engaging with:

- The origins and purpose of life – how interpretations of the origins of the world and life influence people's views eg. meaning and values.
- The natural world and living things – how religions show concern and responsibility, eg stewardship; sustainability.
- Human identity – the ways in which religions understand human existence, eg the image of God; uniqueness; spirituality.
- Meaning and purpose of life – how religious ideas, values and beliefs influence people's responses to life and death.
- Belonging – how local believers, through home / community celebrations, share a sense of identity and commitment.
- Authority and influence – how different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives.
- Relationships and responsibilities – how the importance of personal relationships and responsibility to others is demonstrated by religions.
- The journey of life – how the various stages of life and natural occurrences and acknowledged, responded to and celebrated in religion eg rites of passage; challenging and inspiring experiences.
- Non-material / spiritual – how religions indicate (through stories, celebrations and activities) that life is spiritual (more than material / physical).
- Knowledge and experience regarding the non-material / spiritual – how religious / spiritual experience is developed and understood eg relationship with God; lifestyle, commitment, worship, prayer, music, dance, meditation and fasting.

Skills

Pupils should be given opportunity to:

- Ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion.
- Interrogate a range of evidence from religious and non-religious sources, including other disciplines, in order to consider the issues raised.
- Use evidence from a range of sources effectively in order to present and support the arguments and opinions.
- Develop alternative explanations and suggest new possibilities.
- Carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.

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- Recall, describe and begin to explain religious beliefs, teachings and practices.
- Explore and make links between religious beliefs, teachings and practices.
- Describe and begin to explain the impact that religion has on the lives of believers.
- Explore and make links between religious beliefs, teachings and practices.
- Describe and begin to explain the impact that religion has on the lives of believers.
- Identify the similarities and differences within and across religions.
- Recognise and begin to interpret layers of meaning / symbolism within religious stories, rituals, art, dance and music.
- Express and begin to justify their own feelings and opinions in different ways eg. orally, in writing and through creative arts.
- Demonstrate how what they have learned has impacted on their own views / ideas.
- Consider, appreciate, empathise with and respect the viewpoints of others.
- Recognise, explore and reflect on the spiritual side of life.
- Use a range of religious language appropriately.
- Use ICT and other means to gain access to information and to communicate religious concepts.

Outcomes / NBRIA Levels



AT1:1 Learning about religion: beliefs, teachings and sources

Level 3 – Make links between religious stories and beliefs.

Level 4 – Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, making links between them.

Level 5 – Identify sources of religious belief and explain how distinctive religious beliefs arise.

AT 1:2 Learning about religion: celebration and ritual

Level 3 – Use a developing religious vocabulary to give reasons for religious actions and symbols.

Level 4 – Use religious terms to show understanding of different liturgies.

Level 5 – Describe and explain the meaning and purpose of different liturgies.

AT 1:3 Learning about religion: social and moral practices and way of life

Level 3 – Give reasons for certain actions by believers.

Level 4 – Show understanding of how religious belief shapes life.

Level 5 – Identify similarities and differences between people's responses to social and moral issues because of their beliefs.

AT 2:1 Learning from religion: engagement with own and others' beliefs and values

Level 3 – Make links to show how feelings and beliefs affect their behavior and that of others.

Level 4 – Show how own and other's feelings and beliefs affect their behavior and that of others.

Level 5 – Explain what beliefs and values inspire and influence them and others.

AT 2:2 Learning from religion: engagement with questions of meaning and purpose

Level 3 – Compare their own and other people's ideas about questions that are difficult to answer.

Level 4 – Engage with and respond to questions about life in the light of religious teachings.

Level 5 – Demonstrate how some religious belief and teaching give some explanation of the purpose and meaning of human life.