

RE Curriculum

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. Children develop explore their own life experiences, develop knowledge and understanding of the Catholic faith and gain an insight into other religions. When our children leave Sacred Heart they have a deeper spiritual understanding, are ready to enrich society through a positive contribution to their community and have a tolerant and empathetic attitude towards all.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	<p>As a faith school, the Model Curriculum provided in To Know You More Clearly: The Religious Education Directory 2023 (RED), as required by Catholic Bishops of England and Wales. We intend a religious education covering all Catholic education and introducing children to other faiths. Our curriculum follows the six-branch model of the RED Model Curriculum, structured to align with the Liturgical Year, and explores beliefs and sources through 'knowledge lenses': HEAR – The Word – The Bible and teaching documents of the church BELIEVE – What do Catholics believe? CELEBRATE – How do our beliefs shape our prayer, liturgy and sacraments? LIVE – The impact of faith on life: ethics, philosophy, art and culture.</p> <p>In addition, we recognise the responsibility of living in a multi-faith and multicultural society and aim to introduce children to other world faiths and practices with an attitude of mutual respect and tolerance through the 'knowledge lenses' of DIALOGUE and ENCOUNTER.</p>	<p>Pedagogical Approaches</p>	<p>The pedagogical approaches to the teaching of RE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being:</p> <ul style="list-style-type: none"> • Teachers ensure that pupils see the 'purpose' of each lesson and the content in relation to their lives • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge 	<p>Approach to Assessment</p>	<p>All assessment is linked to the skills referenced in the expected end of age-phase outcomes/Ways of Knowing. This is done formatively during lessons, and at the end of each lesson, teachers will complete summative assessment of the children's current level of skills. Degree of mastery of these skills will be recorded and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth.</p>
End Points	<p>We use the expected end of age-phase outcomes contained within the RED alongside the 'Ways of Knowing' Expected Outcomes for each unit. These develop a range of skills over the course of primary school in the areas of Understanding ('learning about'), Discerning ('judging wisely in response to different interpretations'), and Responding ('reflecting personally and with integrity on what they have learned and considering the implications for action these may have for their own lives and the world in which they live). These link directly to the expected outcomes used at Secondary level.</p>	<p>Teachers' Expert Knowledge</p>	<p>Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.</p>	<p>Performance Data</p>	<p>At the end of each year, data is shared with the Diocese of Hallam. Teachers will report termly outcomes based on the learning they see in class and the evidence in children's books. This will be as a final judgement, rather than individual learning indicators. Teachers have reference to the expected end of phase outcomes /Ways of Knowing when making decisions about children's depth of knowledge, understanding and skills.</p>
Sequencing	<p>The expected end of age-phase outcomes further breaks down the skills which we will develop in each area. For Understanding, this begins with being able to name, remember, recall and retell, before being able to describe and use specialist vocabulary, with the aim of being able to describe and explain meaning, making links between sources, beliefs,</p>	<p>Promoting Discussion and Understanding</p>	<p>In all lessons, discussion is integral in order to deepen thinking and promote understanding. Pupils are given regular opportunities to explore and discuss theological and philosophical questions at an age-appropriate level. Teachers use their strong knowledge of the progression in the expected end of phase outcomes/Ways of Knowing,</p>	<p>Pupils' Work</p>	<p>It is expected that tasks are designed with the skills referenced in the expected end of age-phase outcomes/Ways of Knowing, to give children opportunities to display and build these skills. Children's work is used as a way of securing and showing learning and not simply a record of activities done in class. Throughout a unit, there should be opportunities to</p>

	worship and life. Discerning seeks to build children's ability to ask and respond to questions, and make comparisons, to find meaning and purpose in religious texts and understanding of their and others' beliefs and values, and to arrive at justified conclusions. Responding will include the deepening of knowledge and understanding of key theological ideas and their application to life. These key ideas are revisited in greater depth each year. Sacramental knowledge progresses from Baptism in Early Years and Key Stage 1, to Confirmation, Marriage and Ordination in Key Stage 2. We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points so that they can access learning and achieve.		contained within the RED, in order to ask questions, which lead children to develop the skills we intend to promote.		develop skills in all areas and reflect on an open enquiry question. Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing, story, music, poetry, reflections, celebrations or a mixture of these
Alignment with EYFS	Understanding the World involves guiding children to make sense of their community. In developing the children's understanding of the world, we build upon their personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision, foster their understanding of our culturally diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. As a faith school, understanding of the world, with a focus on RE, underpins our whole curriculum. EYFS at Sacred Heart use the Model Curriculum provided in To Know You More Clearly: The Religious Education Directory (2023) to support this learning. This aims to be at the heart of the curriculum and at the core of learning where appropriate.	Knowing More and Remembering More	Knowledge and skills build from year to year and it is important that pupils can remember and use knowledge and skills from previous learning. Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new material and prior learning. Opportunities for retrieval practice are included to ensure knowledge is transferred into long-term memory.	Talking to Pupils	The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.
Local Context	The school is a faith school and serves the local Catholic community. We are aware that we have children in our school from different faiths and backgrounds, and that we have a duty to ensure all children have knowledge and understanding of other cultures and faiths. As such, children are introduced to other world faiths and other Christian denominations, including trips to local places of worship. Our study of world faiths is regularly reviewed so that it reflects the reality of the current cohorts of children.	Teacher Assessment	Teachers assess formatively and summatively in each lesson according to the expected end of age-phase outcomes/Ways of Knowing. Task design allows children to demonstrate their progress towards each standard. In school, we keep track of children's progress against these standards, having three data points, one at the end of each school term.		