



St Thomas' Catholic Primary School

R.E. Intent and Progression Map

Intent

'Learning in The Light of Christ'

Guided by Christ's teaching to love God and neighbour, we strive to create a caring ethos in our school through our teaching, through our worship and by our example.

We encourage all to recognise their unique God-given talents and we seek to work together with our families to envelop every child's full potential.

We value each other for who we are and encourage mutual respect and base our discipline on this.

We aim to promote a spirit of charity, social justice and global awareness in our school.

We strive to provide the best possible education for our children.

The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. The Catholic school is 'a clear educational project of which Christ is the foundation.'

'Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church. Hence 'the promotion of the human person is the goal of the Catholic school. ' Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales 2012

Through our RE curriculum we strive to create a happy, stimulating and safe environment where children know that they are loved and cared for, to help them grow in understanding and acquire the skills and attitudes to develop their own personal values and faith as well as the tools for learning.

We will use the RE curriculum to enable the children to make sense of their world today by comparing the Gospel values and how they fit in today's world. We will teach them to appreciate the joy and beauty to be found in God's natural creation, how to care for and look after our precious world and to appreciate the creativity of human minds. Above all, we will teach them to know and love God, to always be proud and confident to practice their faith, to develop respect and value all faiths.

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Learning in RE is at the core of the curriculum and we ensure that the Bishop's directive is followed in allocating 10% of curriculum time to RE lessons. The Governing Body, led by the Chair and the Governor responsible for RE, provide outstanding support and commitment to the central place of RE in the school.

At St Thomas' we use the RE syllabus "Come and See". The syllabus, is based on the Religious Education Curriculum Directory for Catholic Schools published by the Bishops' Conference in 1996, and as such fulfil the requirements of the Bishops' Conference for Religious Education in Catholic Schools.

It is a scripture-based scheme, which develops through the different year groups. It has a very clear, thorough and thoughtful approach to the growing Catholic and non-Catholic child. There are detailed points for discussion, additional activities and a variety of supporting resources.

As part of our RE teaching about other Faith beliefs, the children are taught about and explore the beliefs and practices of, Islam, Judaism, Sikhism and Hinduism.

RE plays a central and vital part in the life of a Catholic school. It includes learning about scripture and sacraments and throughout their school career, children share experiences of reflection and prayer. We have daily worship and prayers either as a whole school or class/year group/key stage. These include Mass, whole school assemblies, key stage assemblies and Thursday lunchtime prayer group open to all who wish to come.

Our Pupil Chaplains work alongside the RE Leader and other staff to help maintain prayer focal areas around the school, lead prayer and worship time and organise acts of charity.

We hold the belief that we share the role of educators of the faith with the parents of our pupils and we strive to keep them fully informed of what their child is learning at school and to support them in what they can do at home to further their child's understanding of the faith. Parents are welcomed to assemblies and Masses throughout the year.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic church	<ul style="list-style-type: none"> •Listen to and talk about religious stories and respond to what they hear with relevant comments. •Use a variety of materials, tools and techniques to express religious stories. •Represent their own ideas, thoughts and feelings about religious stories develop 	<ul style="list-style-type: none"> •Recognise religious stories. •Recognise religious beliefs. •Recognise that people act in a particular way because of their beliefs. •Describe different roles of some people in the local, national and universal Church. •Recognise religious signs and symbols used in worship, including the celebration of the sacraments. •Say what they wonder about. 	<ul style="list-style-type: none"> •Retell, in any form, a narrative that corresponds to the scripture source used. •Describe some of the actions and choices of believers that arise because of their faith. •Recognise key figures in the history of the People of God. •Describe the life and work of some key figures in the history of the People of God •Recognise key people in the local, national and universal Church 	<ul style="list-style-type: none"> •Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. •Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and universal Church. •Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, including the celebration of the sacraments, giving reasons for actions. •Use a wider range of religious vocabulary. 	<ul style="list-style-type: none"> •Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. •Make links between beliefs and life, giving reasons for actions and choices. •Explain what it means to belong to a Church community. 	<ul style="list-style-type: none"> •Show a knowledge and understanding of a range of scripture passages in a way that shows understanding of the scripture sources used. Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship, including the celebration of the sacraments, and 	<ul style="list-style-type: none"> •Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. •Use a developing religious vocabulary widely, accurately and appropriately. •Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. •Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the
family							
Baptism/ Confirmation							
belonging							
Advent/ Christmas							
loving							
Local church							
community							
Eucharist							
Relating							
Lent/Easter							
Giving							
Pentecost							
servicing							
Reconciliation							

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Inter-relating	<p>their own narratives and explanations of religious stories by connecting ideas and events to the scripture source used.</p> <ul style="list-style-type: none"> •Read and understand simple sentences from scripture or their own religious stories. •Listen, talk about and role play similarities and differences between themselves and others and families, church communities and Church 	<ul style="list-style-type: none"> •Talk about their own feelings, experiences and the things that matter to them. •Reflect quietly •Listening to a different point of view •To be able to talk about the hymns they sing and the prayers they say. 	<ul style="list-style-type: none"> •Describe some religious symbols and steps involved in religious actions and worship, including the celebration of the sacraments. •Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. •Ask and respond to questions about their own and others' feelings, experiences and things that matter to them. •Participate in periods of reflection in response to given stimulus. •Listening and responding to a variety of points of views. •Asking and responding to questions about prayers, hymns and 	<ul style="list-style-type: none"> •Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. •Listening and responding to a variety of points of views, supporting these views with reasons and justification. •Making links to Scripture to support a point of view. •The chance to express a preference 	<ul style="list-style-type: none"> •Make links to show how feelings and beliefs affect their behaviour and that of others. •Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues. •Listening and responding to a variety of points of views, supporting these views with reasons and justification. •Making links to Scripture to support a point of view. •The chance to express a reasoned preference 	<p>those actions of believers which arise as a consequence of their beliefs.</p> <ul style="list-style-type: none"> •Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. •Show an understanding of how their own and others' decisions are informed by beliefs and values. •Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci and stimuli) 	<p>nature, structure and authority of communities of beliefs, both locally and universally.</p> <ul style="list-style-type: none"> •Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers, including the celebration of the sacraments. •Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. •Recognise and demonstrate some understanding, that some beliefs, practice and interpretations of sources have developed over time. •Compare their own and others'
Universal Church world							

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	<p>traditions and religious stories.</p> <ul style="list-style-type: none"> • Listen, talk about and role play how people behave in the local, national and universal Church community. • Listen, talk about key figures in the history of the People of God. • Listen, talk about religious signs and symbols used in worship, including the celebration of the sacraments. 		<p>age appropriate Scripture stories.</p> <p>(Children working at a greater depth would be able to respond to a wider range of sources; artefacts, images and sacrament.)</p>			<ul style="list-style-type: none"> • Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a reasoned preference and begin to arrive at informed judgements. 	<p>responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching.</p> <ul style="list-style-type: none"> • Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching. • Identify their own dispositions, personality, history and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value.
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	<ul style="list-style-type: none"> •Use religious words and phrases. •Say what they wonder about. •Ask wondering questions about the areas of study and recognize that some of them are difficult to answer. •Talk about their own feelings, experiences and thing that matter to them. •Ask and respond to questions about their own and others' feelings, experiences 						<ul style="list-style-type: none"> •Explore how different situations are conducive to reflection and contemplation or prayer. •Expressing a different point of view. •Use sources to support and favour some points of views. •Arriving at informed judgements. (Children working at greater depth will have the chance to debate and express original points of view. They will be able to use a wider range of sources and arrive at conclusions that are supported by evidence.)
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	<p>and things that matter to them.</p> <ul style="list-style-type: none">•Listening to a different point of view•To be able to talk about the hymns they sing and the prayers they say.						
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