

Standards for Ages 3-5 and 5-7

By the end of age phase, pupils will be able to:

Intent: As a Catholic school, Religious Education is at the heart of our curriculum as we strive to proclaim and live the Christian values taught by Jesus Christ, within the Catholic tradition. This permeates every aspect of our school life. With parents and Parish, we hope to lead children to a greater understanding of who God is and to celebrating with deeper faith and understanding, the liturgy of the Church.

Religious education at St.Mary's Catholic Primary School is a journey through the presentation, understanding and development of the Catholic faith, involving every member of the school community. We work with parents as the first and foremost educators in a child's life to develop and deepen our children's faith journey. Religious Education and intrinsic promotion of the Catholic life of our school is rooted in our journey to deepen our relationship with our loving God.

Religious education also contributes to the Catholic ethos of our school and we follow the guidelines in 'Fit for Mission? Schools' to ensure that we work together to build and maintain an authentic Catholic ethos reflected in all aspects of school life.

| | | 3-5 | 5-7 |
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| Knowledge and Understanding (learning about) | Developing Knowledge and Understanding | <ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard and read with others. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. Listen, talk about and role play how people behave in the local, national and universal church community. | <ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church 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 religious signs and symbols used in worship Describe some religious symbols and the steps involved in religious actions and worship |

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| | | <ul style="list-style-type: none"> Listen and talk about key figures in the history of the People of God. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. | |
| | Making Links and Connections | | |
| | Historical Development | | |
| | Specialist Vocabulary | <ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development. | <ul style="list-style-type: none"> Use religious words and phrases |
| Engagement and Response (learning from) | Meaning and Purpose | <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. | <ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer |
| | Beliefs and Values | <ul style="list-style-type: none"> Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. Talk about their own and others' behaviour and its consequences. Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy and share the same feelings and are sensitive to this. | <ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them |
| Analysis and Evaluation | Use of Sources as Evidence | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| | Construct Arguments | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| | Make Judgements | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| | Recognise Diversity | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| | Analyse and Deconstruct | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

| | 5-7 | 7-9 | 9-11 | |
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| Knowledge and Understanding ('learning about') | Developing Knowledge and Understanding | <ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief 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 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. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. | <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: <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs | <ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs |
| | Making Links and Connections | | <ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices | <ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life |
| | Historical Development | | | |
| | Religious and Specialist Vocabulary | <ul style="list-style-type: none"> Use religious words and phrases | <ul style="list-style-type: none"> Use a range of religious vocabulary | <ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately |
| Engagement and Response ('learning from') | Meaning and Purpose | <ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer | <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 | <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 |
| | Beliefs and Values | <ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them | <ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others | <ul style="list-style-type: none"> Show understanding of how own and other's decisions are informed by beliefs and moral values |
| Analysis and Evaluation | Use of Sources as Evidence | | <ul style="list-style-type: none"> Use a given source to support a point of view | <ul style="list-style-type: none"> Use sources to support a point of view |
| | Construct Arguments | | <ul style="list-style-type: none"> Express a point of view | <ul style="list-style-type: none"> Express a point of view and give reasons for it |
| | Make Judgements | | <ul style="list-style-type: none"> Express a preference | <ul style="list-style-type: none"> Arrive at judgements |
| | Recognise Diversity | | | <ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view. |
| | Analyse and Deconstruct | | | |

