



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL



St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

LOVED, LISTENED TO, CHALLENGED, INSPIRED

Religious Education Subject Story

Curriculum Intent

"At the heart of Catholic education lies the Christian vision of the human person."

Christ is the centre and foundation of our Catholic School. All members of our school community share the responsibility of supporting the Catholic identity of the school. Parents, staff, governors enable our children to live full lives in Christ and help them to participate in the building up of the Kingdom of God. At the heart of the understanding of life lies God, its creator. Indeed, without acknowledgement of God as the source and destiny of human life, efforts at education will always fail to reach beyond the pragmatic.



At St Richard Reynolds School Religious Education is a subject in its own right in the school's curriculum. It is upheld as a core subject and it is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other core subject. For those not already engaged in the journey of faith Religious Education at school may be the first opportunity to hear the good news of the Gospel.

Aims

At St Richard Reynolds we aim to develop:

- The knowledge and understanding of Catholic faith and life; the mystery of God and of Jesus Christ, of the Church, and of the central beliefs that Catholics hold.
- The knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith.
- The skills required to engage in examination of and reflection upon Religious belief and practice.
- The formation of responsible and committed Catholic citizens encouraging our children, as they grow towards the highest standards in academic achievement, social responsibility and personal development.
- An awareness and understanding of other faiths and the multi-faith society in which we live.
- To involve parents in the spiritual development of their child.

Objectives

The objectives of curriculum Religious Education at St Richard Reynolds School are:

- To encourage the children to develop a personal understanding of God and His importance in their lives.
- To encourage study, investigation and reflection by the pupils.
- To develop the following skills:
 - ✓ Ability to listen;
 - ✓ To think critically, spiritually, ethically and theologically;
 - ✓ To acquire knowledge and organise it effectively;
 - ✓ To make informed judgements;
 - ✓ To analyse and evaluate;
- To foster the following attitudes:
 - ✓ Respect for truth;
 - ✓ Respect for self;
 - ✓ Respect for others;
 - ✓ Awareness of the spiritual;
 - ✓ Moral responsibility;
 - ✓ Religious commitment in everyday life;
 - ✓ The challenge of living in a multicultural, multi-faith society.



The outcomes of Religious Education are religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically, and who are aware of the demands of Religious commitment in everyday life.

[From the Curriculum Directory for Catholic Schools]

Curriculum Implementation



Religious Education at St Richard Reynolds is at the centre of the daily life of the school. In line with the Bishops' Conference recommendations, a minimum ten per cent of teaching time is allocated to RE each week, this does not include Collective Worship. Other subject areas, such as drama, art and literacy, complement the RE curriculum.

RE is brought into other areas of the curriculum wherever possible including thematic approach to events such as Arts Week. RE is effectively brought into other areas of the curriculum such as Music, Art, school trips and specialist days. Furthermore, teachers will provide, where appropriate, opportunities for

pupils to apply and develop their computing skills through RE.

Children begin their school-based journey in Religious Education when they join us in Reception. Pupils learn about celebrations and festivals, and the importance of Jesus, linking with early learning goals comparing similarities and differences between themselves and other people in the community.



At St Richard Reynolds we provide a challenging and robust curriculum using the Come and See scheme of work as a foundation for our planning. This provides us with a cyclical approach to the liturgical year and allows pupils to deepen and develop their knowledge as they pass through the school. We have worked in collaborating with several other Catholic Schools in the Diocese of Westminster to further develop our own planning frameworks which meet the needs of the new age-related standards in RE. These standards see a rise in expectation, knowledge and skills at each key stage. Planning has also been supplemented by the scheme In God's name, CAFOD, Mission today and other planning resources. These adaptations have provided a deeper and more knowledge-rich RE curriculum.

Teachers are creative and experienced in adapting these plans to meet the needs and interests of their class and to ensure lessons are practical and well-resourced with religious artefacts and objects and have a diverse range of learning outcomes. For example, R.E lessons involve drama, Art, research, debates, computing skills and food technology. Trips to religious places of worship are organised to contextualise children's understanding and to cement their learning. During periods of school closure we have continued to offer this provision remotely; such as a visitor from Richmond Synagogue.

In R.E lessons, children engage with challenging questions about meaning and purpose in life and belief in God. They start each question with a big picture question and they gather evidence to support their answer at the



end of the unit. This allows pupils to develop their retrieval skills as well as developing skills of analysis and evaluation in line with the new attainment targets. Our curriculum is enriched by external visitors who support both pupils and staff to develop their subject knowledge; our local priests have taught about the sacrament of Baptism and Adoration, our college chaplain is running prayer groups such as in October on the Rosary. With the appointment of our college Chaplain we are also implementing a programme of internal retreats; this year our Year 5's had an overnight

residential to Walton Firs. All pupils are also invited to attend a lunchtime art and prayer group during Advent and Lent.

Within our RE curriculum, we have two weeks where the dedicated focus is on other faiths. Each year group spends one week exploring Judaism (either in the Autumn or Summer term) and one other major world religion (Islam, Hinduism or Sikhism). We also celebrate those pupils in our school community who come from other faiths and welcome the opportunities when they share their cultural differences and personal celebrations with us. We have been developing the opportunities for pupils to visit places of worship and meet speakers. For example, pupils in Year 2, 3 and 4 had the opportunity to virtually meet a speaker from the Richmond Synagogue to support their work on Judaism.

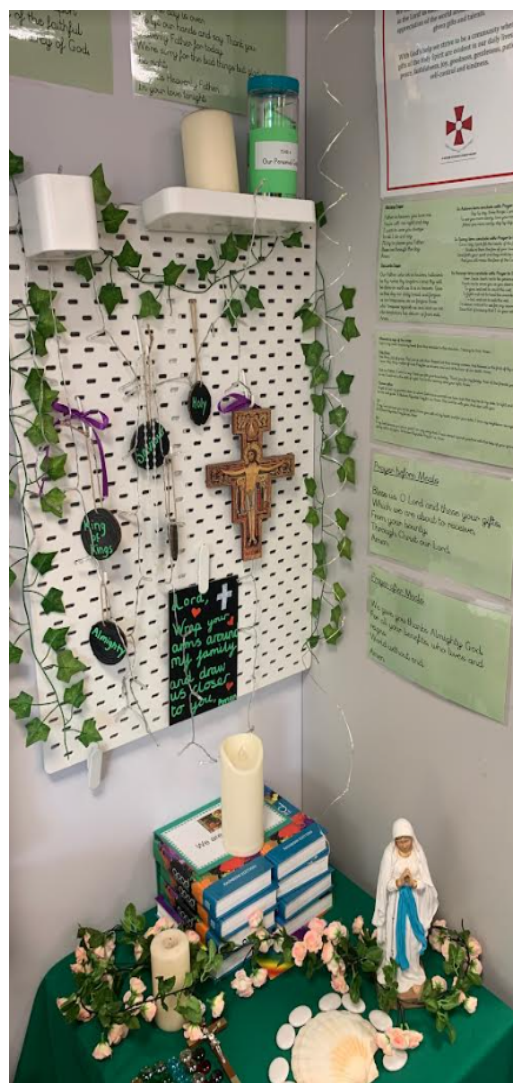
In 2020, we subscribed to Ten Ten which has provided the basis for our revised RSE (Relationships and Sex Education) scheme which was implemented following a consultation period with our parents. This change saw RSE become a more integral part of the curriculum alongside our delivery of PSHE.



Curriculum Outcomes

Summer 2021

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Expected</u>	83%	73%	70%	83%	66%	77%	63%
<u>Working Beyond</u>	13%	17%	27%	3%	17%	13%	27%
<u>Expected +</u>	97%	90%	97%	86%	83%	90%	90%



If you were to walk into RE lessons at St Richard Reynold's, you would see:

- Pupils engaging in a variety of creative activities which allow them to explore their Religious understanding further for example; adapting song lyrics, making paintings and producing poetry.
- Pupils engaging in scripture; from our youngest pupils engaging in role play of some of the traditional stories through to Key Stage 2 pupils who can refer to scripture in their written work.
- Pupils who work collaboratively and engage in rich discussions about their Religious learning.
- Pupils who are given an opportunity to reflect on their own learning. They can make links to previous topics or scripture and consider how these link to their own lives. Through the use of purple pen responses pupils can demonstrate the progress they are making in their learning over time, be this over the period of a lesson or a topic.
- The use of music to engage the senses and to encourage a quiet, prayerful atmosphere. Staff utilise both the use of traditional and contemporary music to support pupils in their RE learning.

● The use of display to celebrate children's work and support children in their learning through the inclusion of key vocabulary, scripture, art, images and artefacts. Displays are designed for pupils to engage with as opposed to being decorative wallpaper.

- Opportunities for prayer and reflection are incorporated into lessons. We have greatly developed pupil stewardship over the past few years with pupil's taking greater ownership on child-led liturgies. In their houses, pupils collaborate on shared google slides to produce and then deliver liturgies in class following the four-part structure; gather, the word, response to the word and mission.

Pupil Voice

"I enjoy learning about Jesus and how much he did for us in his amazing but crazy life"

"For every topic we always discuss how we can live it out in our daily lives"

"We listen to parts of the Gospel. We think about what it is telling us about Jesus coming."

"I like to find out about new things that other people do and what different religions celebrate."

"Our teacher tells us what to improve and what is getting better"

"You always take away something new that you have learnt"

"We ask questions like; Who puts the holy water on their head? What words do they (the priest) say?"

Why do babies wear white?"



An example of skill progression within our Religion curriculum

RE Skill – Learning from Religion.						
Recognising religious beliefs and developing knowledge and understanding with increasing detail and accuracy.						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen, talk about and role play how people act in a particular way because of their beliefs	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	Describe, with increasing detail and accuracy a range of religious beliefs	Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs	Show a knowledge and understanding of: a range of religious beliefs	Show a knowledge and understanding of: those actions of believers which arise as a consequence of their beliefs
Big picture questions						
Example questions from our Lent/Easter topic.						
How can we be more like Jesus during Lent?	What do Christians celebrate at Easter?	Is the palm or the cross the most important symbol of Lent?.	Lent; forty days for giving up things or doing more to help others? Why 40 days?	Why do we call Good Friday good?	What does Jesus' sacrifice teach us about love?	Why is the Easter Triduum the most important period in the Church's year?

Outstanding examples of learning



Religious Performances:
Infant Nativity Play, KS2 Passion Play,
Community Carol Service



Supportive learning environments; supporting
children's learning and celebrating achievements.



Opportunities for developing speaking
and listening; debates and
presentations.



Links to the liturgical year: e.g creating rosaries
for May is the Month of Mary, Remembrance.



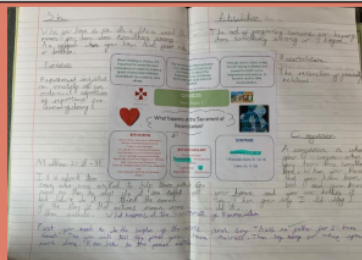
Opportunities for prayer on
local, national and international
causes e.g Racial Justice
Sunday.



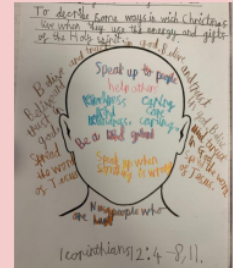
Taking the learning outside; a multi-sensory
approach through Art, Drama and role play.



Lunchtime art and prayer groups
for children across all years.
(Advent and Lent)



Developing Religious Literacy, knowledge of
scripture and making links with past learning.



Creative responses to RE through Art,
Drama, Music and Computing.

During the periods of school closure during the Covid 19 pandemic, outstanding RE lessons continued at home.



Year 1 – planning and
recreating
their own Last Supper.

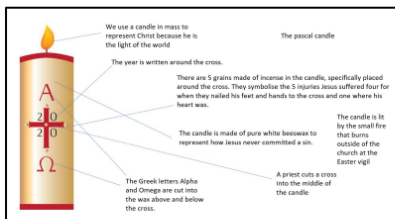


Re-enacting Da Vinci's
The Last Supper



Year 2 – A poster
on Pentecost.

Year 4 – Creating
a Marian shrine
during May the
month of Mary.



Year 6 –
Presentations
on the Easter
Vigil.



Successes in 2021-22

- Topic covers were developed to provide opportunities for children to demonstrate prior learning, links to previous learning and to reflect at the end of a unit of what they had learnt.
- Planning was adapted to be brought in line with the new standards. This saw stretch and challenge within learning objectives and gave opportunities to pupils to demonstrate their subject knowledge.
- The use of purple pen feedback has been embedded in the subject and allows pupils to reflect on their learning either by demonstrating further understanding in relation to the learning objective or stretching and challenging their thinking.
- CPD from both our Catholic schools RE INSET day and an INSET from our diocesan advisor encouraged staff to think and plan a wider variety of creative tasks which are evident in children's work and provided children opportunity to more actively engage in the subject. This creativity carried through during the period of school closure.

Priorities for 2022-2023

- To continue to develop the use of topic covers as a tool for assessing learning and demonstrating progress, to embed scripture and key vocabulary into learning. These now incorporate knowledge organisers and pupils are encouraged to actively refer to these throughout the topic, highlighting links to key words and scripture references. The adaptations made also allow pupils to demonstrate the growth in their knowledge throughout the topic.
- To revise big picture questions in both content and purpose. These questions should underpin the learning within each topic and allow pupils an opportunity to develop their understanding of key themes within Catholic teaching. Pupils respond to these at the end of a unit which demonstrates their knowledge and understanding of either scripture or religious beliefs and their use of religious vocabulary.
- To further develop pupils' religious literacy to enhance both their oracy and their written work.
- To begin partnership with other schools in the Ascension Catholic Academy Trust.
- To continue to utilise Google Classroom to support outstanding learning during both home learning and periods of school closure/covid related pupil absence.