



Religious Education Expectations 2024-25

Books

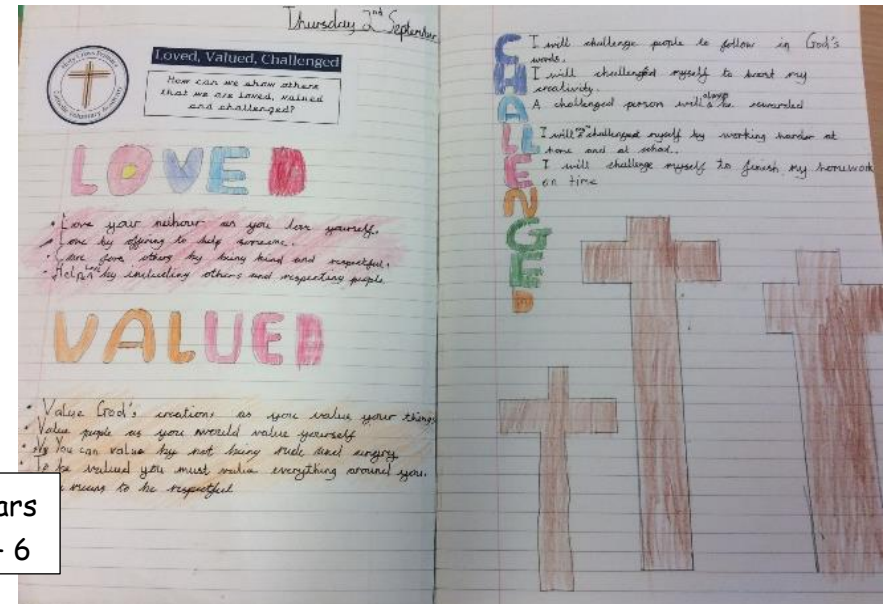
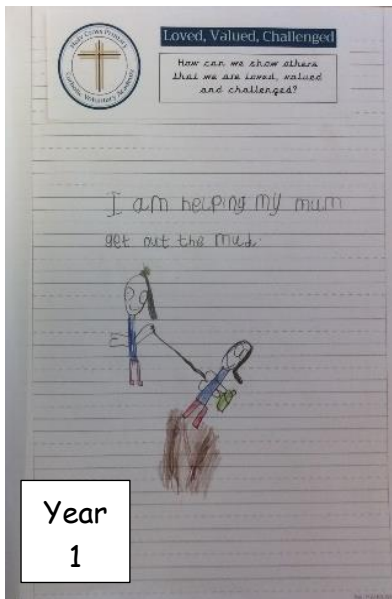
- At the front of each book, our mission must be displayed and revisited termly for the pupils to recognise how they can live it out. This must be printed from the document not photocopied.
- In September, the children will create a double page spread about our mission *Loved, Valued, Challenged*. In Year 1 this can be one page to reflect the children's transition from EYFS.

Our Mission Statement

Loved
We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued
We value everyone - everyone is important; pupils, staff, parents, governors and members of the community - no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged
We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.



Presentation and Handwriting

- Each piece of work must begin with the full date (spelt correctly and with correct capital letters) and the LO (which must use **the appropriate driver words**). The date and LO must be underlined using a ruler.
- Writing should be the child's neatest writing, following the school's handwriting policy.
- Work should be completed to the highest standards with no doodling, drawing or rips on the pages.

To the ends of the Earth

What I know and understand

| | Pupil | Teacher |
|--|-------|---------|
| US.5.1 I can identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. | | |
| US.5.2 I can make links with the sacrament of confirmation. | | |
| US.5.3 I can use ancient religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation. | | |
| US.5.4 I can describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit. | | |
| US.5.5 I can use the lives of Mary and another saint as examples, to explain what the term 'disciple' means. | | |
| US.5.6 I can describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the sacrament of Confirmation. | | |
| US.5.6 I know that the Spirit is a powerful reflection on the life of Christ and explain what the glorious mysteries remember. | | |

Discern- Talk and think creatively about

What do you wonder about?

Respond- Further thought and reflection, wonder moments.

Links to Diocesan themes - Encounter and Prayer

RED

- Each topic should begin with a title page which features the head, heart, hands and diocesan theme- children should complete these as they move through the unit. Children must ensure that they self-assess after each lesson.
- Each topic should have a knowledge organiser which includes subject specific vocabulary and core knowledge for that topic.
- Each topic should have around 8 recorded pieces of work per unit. The work set should be varied and interesting; scripture detectives, art focus, Oracy focus (silent debates, habits of discussion) extended pieces of writing, comparison focus, music and singing links, etc.
- Each topic should end with an assessment and a *Celebration of the Word* focusing on the learning from the topic.
- Where photo collages are used to evidence more practical lessons, **children** need to comment on the photo saying what they have learnt during the lessons. Where classes are completing scripture detectives, the expectation is still that lines are drawn with a ruler and writing is still on the line.
- *Celebration of the Word* for each topic should be evidenced in books with a planning sheet. Evidence could also include photos of the children completing it or evaluation sheets from the children who weren't involved with the Celebration of the Word.

YEAR 2 RE Advent 2

Prophecy and Promise

| Subject Specific Vocabulary | |
|-----------------------------|---|
| Word | Definition |
| Prophet | A person who delivered a message they received from God to the people. |
| John the Baptist | He was the last prophet of the Old Covenant who devoted his life to preparing the way for Jesus. |
| Isaiah | An Old Testament prophet who predicted of the coming of the Messiah. |
| Messiah | A saviour of a group of people. The 'anointed' one. |
| Annunciation | Meaning 'announcement'. The Bible story when Angel Gabriel told Mary she would have a baby. |
| Magnificat | The song of Mary. Hymn of praise after Mary was visited by the Angel Gabriel. |
| Advent | The first season of the Church's year and a time of waiting for the coming of Jesus at Christmas. |
| Advent wreath | Put up during Advent and symbolises God's everlasting love. The four candles on the Advent wreath represent the four weeks of Advent. |

Sticky Knowledge

The Bible is split into two parts: the Old Testament and the New Testament.

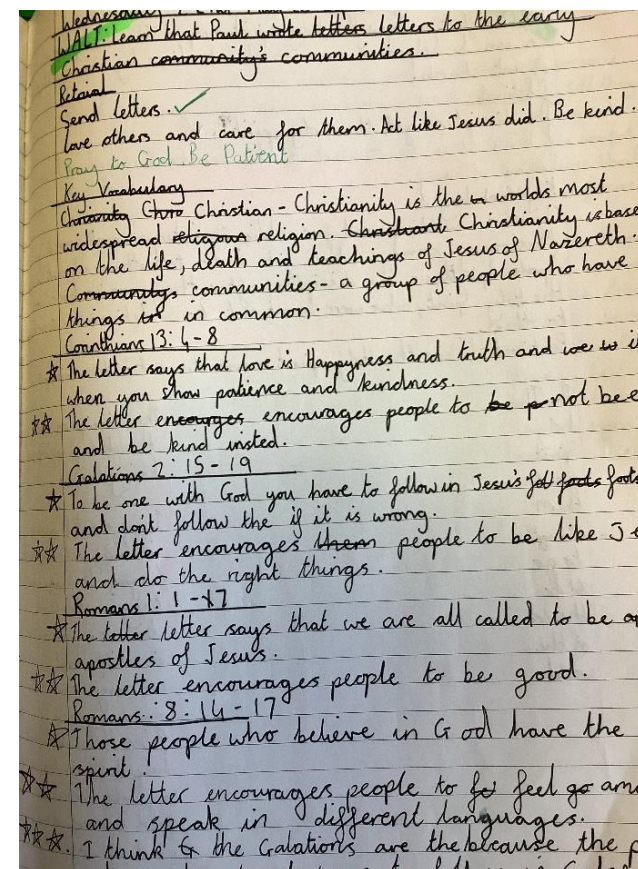
Mary is the mother of God who prays for us and with us. The Magnificat teaches us about how we can make the world fairer.

A prophet communicates God's message. Inspired by the Holy Spirit. Like Isaiah and John the Baptist.

The meaning of the candles are hope, peace, joy and love. The final white candle in the middle represents Jesus.

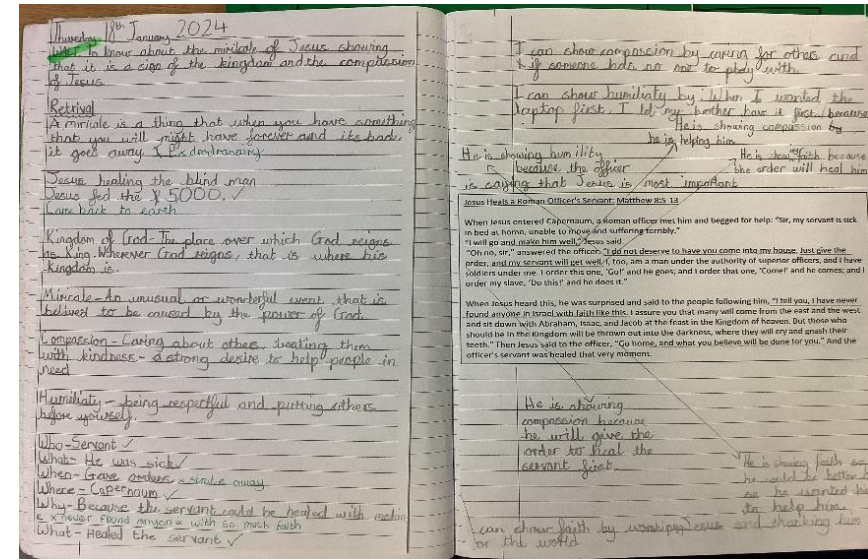
Task / RE Lesson Structure

- Each lesson should begin with whole class feedback, including any misconceptions from the previous lesson. This should be evident with green pen in books some of the time and any 'to dos' completed.
- Each lesson should then have a time of reflective prayer. This could be linked to the topic, CST principle, Virtue to live by or the liturgical time of year.
- Each lesson will then have a retrieval task so that children can evidence their prior knowledge and this can be built on. This might be quiz questions from the knowledge organiser, a match up activity, a picture and write a description etc. The activity should be completed under a lined subtitle **Retrieval**.
- The teacher will then introduce the LO and the key vocabulary for that lesson- this must be explicitly taught each lesson and written or stuck under the subtitle **Key Vocabulary**.
- The task must match the LO and must be able to evidence that the knowledge has been taught.
- Children who are working below the level of their peers should be scaffolded with their learning. This might be through an adapted task or by using additional aids (see SEND support sheet). **Teachers to include the 'scaffolding' and 'challenge' adapted tasks on their planning.**
- Higher challenge should be evident in books for those expected to get GD in RE. These might be thought provoking questions, deepening knowledge through explanations or adding varied links, reasons, wider links to sources and Catholic Life, independently.
- Stem sentences will support pupils to include the depth of knowledge they need to include. Stem sentences should be available for all pupils to access in every lesson.



Feedback

- Feedback follows our Feedback Policy with extending questions and deepening of understanding where teachers have provided written feedback.
- Every LO should be highlighted green or orange following the school's Feedback Policy. **The success criteria can only be highlighted in green if the knowledge can be shown in the work completed.**
- Key religious spellings, suitable for the year group, that are incorrectly spelt are highlighted in yellow. In Year 6, spellings are highlighted and corrected independently using a dictionary.
- Whole Class Feedback Sheets should be completed for every lesson or sequence of lessons a week.
- Spellings and written feedback should be responded to with green pen at the start of the next lesson.
- There also should be some evidence of pupils identifying their own next steps in KS2.
- There should be evidence of self- assessment throughout the topics.



Website / Class Dojo

- Class pages must have the termly newsletter for parents.
- RE work should be celebrated on Class Dojo. Photographs of the display could be shared on Class Dojo to celebrate the learning in RE with parents.

Assessment

- When completing RED units, each topic will end with an assessed piece to showcase the knowledge learnt.
- Progress should be tracked using teacher assessment from the 'Ways of Knowing' assessment tool and judgements added to O Track termly.
- Pupils who are not making similar progress to their peers should be specifically targeted to ensure progress gaps do not grow.

Classroom Environment

- RE displays need updating every half term and ready for the start of the new topic.
- Knowledge organisers and key vocabulary need to be displayed.
- RE work should be displayed
- RED lenses should be on display
- Prayer area should be neat and tidy and reflect the liturgical colours for the day/ time of year and include the relevant items including a working candle, the Bible, a cross or crucifix. Flowers can be included but not during Lent.
- Reference to our school Motto, OLoL motto
- RE areas should be used as teaching prompts
- Making links cards and other resources to aid learning must be easily accessible to the pupils from Year 2 onwards.
- Daily prayers should be displayed
- Spirituality should be present on all display either through scripture quote
- Display should have wonder opportunities and include the topic 'big question'.
- During the Jubilee year 'Pilgrims of Hope', additional resources should be out that link to Hope, Prayer and encouraging Jesus through prayer.

