



A PROFILE OF THE YEAR THREE CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

Developing Knowledge and Understanding

- At the beginning of the year, the focus is still on extending their knowledge and familiarity with a range of Bible stories and the story of the People of God – particularly ones that teach us how to act/live our lives, e.g. the parables. Pupils are gaining a better grasp on the 'Bible Story' and can say where well known stories or events appear, e.g. early on in the Old Testament, in one of the Gospels, in Holy Week.
- Pupils are given further opportunities to retell a narrative. The focus now is on ensuring their account is accurate in its sequence and detail and that it corresponds to scripture source used.
- Children are introduced to a wider range of religious beliefs and helped consider the actions of believers which arise as a consequence of their beliefs.
- Children have opportunities to look at the life and work of key figures in the history of the People of God. They are able to give a detailed account of key events in their lives and how their actions stem from their beliefs.
- The same approach is taken with other content studied as part of God Matters, e.g. the different roles within the Church today (local, national and universal), parish life, the life and teachings of saints, particularly those relevant to the context of the school/parish and those the children can more easily relate to.
- Children look at inspirational figures – of Catholic faith, other faiths and no faith – and how their experiences changed them.
- As a First Holy Communion year group, there is a concentrated focus on the Mass and the Sacrament of Reconciliation, including key steps involved in their celebration and the use of symbolism.

Making Links and Connections

- As you move further into the year, time spent on religious stories and events moves away from a focus on retelling to a focus on how the stories or events influence our beliefs. Children are being asked to consider the questions 'So what does this mean?', 'What is the message for us as Christians?'. Building on work in key stage one, pupils are encouraged to articulate more sophisticated responses than 'be caring, loving, share more' etc. Teachers may need to model appropriate responses. Time is also spent on exploring some of the symbolism found in the stories, and who the various characters represent etc.
- Teachers are routinely modelling and encouraging children to consider links.
- Pupils are beginning to give reasons behind examples of faith in action, both in their own immediate environment (home, school) and a growing awareness of the wider world (parish, local community, national and international). Explanations show some awareness of the main scriptural basis for the action. This approach is modelled by the teacher to begin with.
- When reviewing/reflecting on a variety of celebrations and rituals, children have moved on from simply describing what they see or have done but have begun to give reasons for religious actions and symbols, particularly for ones they have studied previously or are very familiar with, for example, talking about baptism they can express the meaning behind the use of a candle, white shawl, font etc. Where appropriate, the teacher challenges the children to find a link with scripture.
- Charity/fund-raising work in school is used to reinforce the call to support the poor and those in need. Links to Catholic Social Teaching are made where appropriate.

Religious and Specialist Vocabulary

- Children's religious vocabulary is increasingly widened through a focus on the key vocabulary for each unit studied.

AT2: ENGAGEMENT AND RESPONSE ('learning from')

Meaning and Purpose

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.

- Opportunities to give examples from real life to support their opinions.
- Children listen to, and comment on, others' responses.
- At this stage they can consider different sides of an 'argument'.
- Big questions are used to stimulate debates/discussions. Taking a story/message from scripture and considering it within today's society.
- Linking evidence from scripture.
- Look at links to saints and how they can influence our lives.
- Link with Year 3 sacramental perspective (reconciliation and first holy communion).

Beliefs and Values

Make links to show how feelings and beliefs affect their behaviour and that of others.

- Opportunities to demonstrate how they apply any message to their own lives and begin to consider how it might impact on the lives of others.
- Children are encouraged to look beyond themselves at this stage – beyond 'helping someone who has fallen over in the playground'

AT3: ANALYSIS AND EVALUATION

Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world.



Use of Sources as Evidence
<ul style="list-style-type: none"> Following time studying a piece of Scripture or key piece of writing by an inspirational figure, children can show how it supports their point of view.
Construct Arguments
<ul style="list-style-type: none"> Children feel confident in expressing a point of view and in responding to questions about it.
Make Judgements
<ul style="list-style-type: none"> Listening to a discussion/reading two accounts, children are able to express a preference for one opinion/argument and say why.

A PROFILE OF THE YEAR FOUR CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
Developing Knowledge and Understanding
<ul style="list-style-type: none"> This year very much builds on the work begun in Year Three, linking the teachings expressed through the stories and example of Christ, and the saints, to our beliefs. They are also developing a timeline of the history of the People of God and key figures that had an impact. They are able to retell a narrative that is accurate in its sequence and details and corresponds to the scripture source used. Children are able to describe a range of religious beliefs and the actions of believers which arise as a consequence of their beliefs. Building on the work in Year Three, children continue to study a variety of celebrations and rituals. The work is supported with visits from local clergy and opportunities to visit the local church, leading the children to be able to describe the different roles of people in the local, national and global Church. In their class worship, the children, with support from an adult, take the prime role in planning and leading them. Big questions are used to stimulate debates/discussions. They can take a story/message from scripture and consider it within current issues. They can rewrite key prayers using modern wording to show their understanding of what the prayers mean.
Making Links and Connections
<ul style="list-style-type: none"> Teachers take the opportunity to model how to make links within their responses, e.g. 'In this story, the father is like God, and when he forgives his son, it shows that, like God, we should always be ready to forgive', 'The story of the good Samaritan helps us understand why', 'When St Francis gave up everything he possessed it reminds us that as Christians we'. They are now beginning to link parts of the celebrations/rituals with scripture, e.g. Eucharist/Last Supper, the basis for the Our Father. Pupils are able to use an example from scripture, e.g. one of the parables, or other religious source, e.g. an example from the life of the school's patron saint, to explain why they or others might act in a particular way. They are able to make links to show how feelings and beliefs affect their behaviour and that of others. Link with Catholic Social Teaching.
Religious and Specialist Vocabulary
<ul style="list-style-type: none"> The children can use a wider range of religious vocabulary to give accurate descriptions of religious symbols and the steps involved in religious actions and worship
AT2: ENGAGEMENT AND RESPONSE ('learning from')
Meaning and Purpose
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"> Children are given opportunities to demonstrate how they apply any message to their own lives and real life situations to support their opinions. Children listen to, and comment on, others' responses. At this stage they can consider many/different sides of an 'argument'. The teacher provides opportunities to use post-its, Venn diagrams, peer responses, in response to questions. Children look at inspirational figures – of Catholic faith, other faiths and no faith – and how their experiences changed them.
Beliefs and Values
Make links to show how feelings and beliefs affect their behaviour and that of others.
<ul style="list-style-type: none"> Towards the end of the year, the children are encouraged to collect together a number of linked stories to explain why we believe/act in certain ways, for example, 'What stories, events or quotes can we find that show why as Christians we should care for the poor?' This is to be very much modelled/scaffolded to begin with so children become very familiar with the process and how to record their findings. The majority of children would carry this out in small groups or pairs, with an expectation that they would be doing this independently in upper Key Stage 2.

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- Children make links to show how feelings and beliefs affect their behaviour and that of others and are encouraged to look beyond themselves at this stage – beyond 'helping someone who has fallen over in the playground'.
- The children are able to describe a range of religious beliefs with increasing detail and accuracy. They can make links between beliefs & sources, worship and life. They can give reasons for beliefs, the actions and symbols used, and the actions and choices people make because of these religious beliefs.
- They look at links to saints and how they can influence our lives.

AT3: ANALYSIS AND EVALUATION

Use of Sources as Evidence

- Children can use a given source to support a point of view, linking evidence from scripture.

Construct Arguments

- They express a point of view, discussing key questions and arguing points from the viewpoint of other people that they might not agree with.

Make Judgements

- Children are able to express a preference in relation to a concept.