



A PROFILE OF THE YEAR ONE CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
Developing Knowledge and Understanding
<ul style="list-style-type: none"> • Throughout key stage one, the children experience a rich diet of Bible stories, from both the Old and New Testaments. They hear about and can recognise key figures in the history of the People of God and can describe a key feature of their life or work. Children begin to develop a religious time line, for example, before Jesus, during the time of Jesus, after Jesus returned to Heaven. • In Year One, they hear the stories being read to them or through video, and are given opportunities to talk about them, reflect on them and act them out. The pupils are given opportunities to show they recognise the stories by sequencing or recording a few key events and/or characters in the narrative through word and/or illustration, drama, hot seating, freeze frames. More able will be able to retell, in any form, a narrative that corresponds to the scripture source used. • Thinking skills activities are used or adapted to provide a scaffold for pupils to record their thoughts in a few words or sentences or illustrations, depending on their ability. • Pupils now have an individual book for RE. • Children are introduced to common religious signs and symbols and are provided with opportunities to talk about how people pray, including how we worship together in school, home and in church. Introduced to some of the special occasions we come together to worship, e.g. mass, baptism and weddings. This is supported by visits to church, and/or visitors, e.g. priest, deacon. • The meaning behind some of the more common prayers, e.g. Sign of the Cross and Our Father, is explored. Pupils are more confident in joining in common, and any specific school, responses to prayer. • Children are able to write their own simple prayer following a structure/framework/example given to them. • They are developing an awareness of the liturgical year/colours and key festivals. As they go through the year, they are introduced to different types of prayer to reflect the season. • Children are told about a range of religious beliefs and they are helped to record the key aspects. • At a simple level, examples are shared of how people's faith mean they act in a particular way. Examples are used that are wider than praying together and going to church – examples of living out of Catholic social teaching are used without using this terminology. The actions of everyday people, e.g. people in our family, school, parish, neighbourhood are used as well as people who are known more widely. Children begin to see how actions come from people's religious beliefs, and they begin to show their understanding of how they are linked. • Introduced to some of the different roles in the church, e.g. parish priest, deacon, religious sisters (if local to the school), the Pope.
Religious and Specialist Vocabulary
<ul style="list-style-type: none"> • Begin to build up a religious and specialist vocabulary through their study of the various <i>God Matters</i> units.
AT2: ENGAGEMENT AND RESPONSE ('learning from')
Meaning and Purpose
<p>Say what they wonder about and <u>begin</u> to ask wondering questions about all the areas of study. Teachers share some questions that are difficult to answer.</p> <p style="text-align: center;">Use of focussed questions linked to unit being studied.</p> <ul style="list-style-type: none"> • Regular use of talk partners. • Response to questions can be expressed through photos, artwork, drama. • Record in class Big Book.
Beliefs and Values
<p>Talk about their own feelings, experiences and the things that matter to them and <u>begin</u> to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</p> <ul style="list-style-type: none"> • Plan opportunities for them to share their opinions and consider opinions of others, for example, favourite part of a parable, scripture story – why? • Begin to look at different perspectives within stories/events. • Reflecting on a Bible story – what will you do differently now? • Following discussion, writing/recording what they liked/disliked about the story. • Debates – record key discussion points, thoughts in class Big Book. • Explore multi-faith resources. • Discuss others' beliefs – identifying similarities between other faiths and the Catholic faith

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A PROFILE OF THE YEAR TWO CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
Developing Knowledge and Understanding
<ul style="list-style-type: none"> ● The diet of Bible stories/People of God is continued, stories of key people of faith, particularly the saints, are added in. They also hear about key people/groups in the local, national and global Church, e.g. Cafod, Mini-Vinnies, Caritas. ● Children understand difference between Old and New Testaments. Religious timeline is added to. ● When they are ready, they are encouraged to retell the stories they have heard. A "retelling" is a sequenced narrative that is correct in its detail and order. Thinking skills are often used to explore the story before the children are asked to complete a retelling. Fishbone Diagram, Similar/Different Vent Diagram Y Chart and Fortune Line are particularly useful for this age group. Encourage use of key and religious vocabulary. Drama, hot-seating, art etc. can also support children in unpicking the story. Asking children to sequence a story using a set of pictures or phrases can be useful preparatory work but it is not a retell in itself. Generally, be wary of over scaffolding any activity that is to be used to assess children's knowledge or understanding. Those who have difficulty writing are asked to verbally retell the story to an adult who then scribes for them. ● Although a key part, the Year 2 RE curriculum is not all about retelling – it is more about developing the skills to explore and empathise with the characters and settings, and to begin to unpick why this story is important for us to know about. Teachers to model this and children to record. ● Throughout the year, the teacher will share where stories are linked to others they may have previously heard. ● Once the children have successfully retold a few stories they are then exposed to additional scripture to support them in achieving a breadth and depth of knowledge within the expected age band. It will also provide very useful background knowledge once they move into key stage two and are no longer routinely asked to retell a story in depth but are required to have a bank of stories they can draw on when making links etc ● Children can recognise and describe some religious beliefs. ● They recognise that people act in a particular way because of their beliefs and are able to describe some of the actions and choices of believers that arise because of their belief. ● Pupils are regularly provided with opportunities to describe what they see and do when they or others are worshipping, including the celebration of the Sacraments – they are encouraged to ask questions and answer each other's questions. ● Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. ● They build on their knowledge of the liturgical year/colours and key festivals. As they go through the year, they are introduced to liturgies to reflect the season, e.g., stations of the cross, advent service. ● The pupils are taking an increasing role within class worship, including preparing the focal point/prayer area, writing prayers and taking the opportunity when offered to respond within the worship.
Religious and Specialist Vocabulary
<ul style="list-style-type: none"> ● Through RE teaching and worship, children are exposed to and encouraged to use an increasing range of religious vocabulary. Teachers continually check understanding of new and recently introduced words – adding them to the RE Learning Wall and/or class glossary for pupils to refer to and use.
AT2: ENGAGEMENT AND RESPONSE ('learning from')
Meaning and Purpose
<p style="text-align: center;">Say what they wonder about and ask wondering questions about all the areas of study. They recognise that some questions are difficult to answer.</p> <ul style="list-style-type: none"> ● Children will ask 'I wonder ...' type questions and recognise that some of them are more difficult to answer. ● They will reflect on scripture and relate to age-appropriate moral dilemmas, looking at good/bad choices. ● Children will ask own questions, answer peer questions and be provided with opportunities to ask visitor questions and consider the answers. ● Children will ask and respond to questions about their own and others' feelings, experiences and things that matter to them. ● Children will discuss scriptural/historical figures – how they put their faith into action, e.g., Good Samaritan, Abraham, St. Francis, Florence Nightingale. ● It is important for pupils to examine how other faiths shape the lives of their believers.
Beliefs and Values

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Talk about their own feelings, experiences and the things that matter to them and ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

- Children are asked to think about how we can live out what we have heard and thought about in our RE and worship. They are challenged, particularly the more able in RE, to go beyond the 'helping someone who has fallen over in the playground' type of response. Begin to use characters met through scripture as models, e.g. Noah and stewardship, Mary and faith, Disciples at Pentecost and trust in God.
- As appropriate, and at their level, work in this area is linked to Catholic social teaching.
- Where possible, this is also linked to the liturgical year, e.g. Advent/Lenten promises, or to the theme of the unit, e.g. commitment to work on the school grounds as part of the Creation unit. Explore links with 'Our Common Home' – Pope Francis.