



A PROFILE OF THE YEAR FIVE CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

Developing Knowledge and Understanding

- When looking at religious sources and beliefs the children demonstrate a more extensive knowledge and understanding of them, for example, recognising a parable can have more than one message or interpretation. They are beginning to demonstrate how they connect with each other and to use them within their work to justify their conclusions. The approach is still modelled by the teacher and writing frames or other scaffold is still needed by some children to complete the work.
- Able to show increasing knowledge and understanding of:
 - a range of religious beliefs
 - those actions of believers which arise as a consequence of their 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.
- A variety of thinking skills activities are regularly used to support children in comparing similarities and differences between religious stories, events etc. The outcomes of these are then used to produce a summative piece of work in response to a 'big question'.
- Opportunities are provided for children to take part in and/or learn about a variety of liturgies, for example, Reconciliation service, Ash Wednesday.
- Pupils are more familiar with a range of prayer – formal, informal, spontaneous.

Making Links and Connections

- In Year 5, very much linked to the first strand, children are able to talk/write about how the message from religious stories, beliefs, etc. may impact on their own lives or those around them. They frequently consider, 'How does this develop your relationship with God? ... with others?'
- When referring to other sources, this is not identifying the specific chapter and verse from the Bible but more general, e.g. 'this reminds me of when Jesus said in the parable of the lost sheep that', 'In one of St. Paul's letters he told Jesus' followers to', or 'In the Old Testament, Abraham was also tested when he'
- They can link their work in RE to real life examples from the news.
- Their explanations for their own/others actions are linked back to scripture.
- Children will be able, on a simple level, to talk about how the various parts of each liturgy studied link together or have a particular focus.
- Children lead own class liturgies as a group with an understanding of the key elements and how they link to scripture and/or Catholic traditions.

Religious and Specialist Vocabulary

- Use religious vocabulary widely, accurately and appropriately

AT2: ENGAGEMENT AND RESPONSE ('learning from')

Meaning and Purpose

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

- Generating and asking questions.
- Linking scripture together by theme/similar message.
- Use of taught scripture in writing and delivering collective worship.

Beliefs and Values

Show an understanding of how own and other's decisions are informed by beliefs and moral values.

- How scripture affects our lives.
- Actions and responses which are rooted in teachings of scripture.
- Greater understanding of the sacraments – we do this because ...
- How have you changed as a result of scripture studied, and how can you change/influence the community – links to Gospel values.

AT3: ANALYSIS AND EVALUATION

Use of Sources as Evidence

- Responding to questions by referring to scripture and personal experience.
- Beginning to make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.

Construct Arguments

- Children are able to build on the opinions of others/ask questions of others, and not just give their own opinion.
- Can express a point of view and give reasons for it.

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Make Judgements
<ul style="list-style-type: none"> Beginning to make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence. Can identify where they see God's message lived out in the world and where there is need.
Recognise Diversity
<ul style="list-style-type: none"> Children start to make comparisons with other faiths, drawing on knowledge from previous years. Able to make comparisons with other faiths.

A PROFILE OF THE YEAR SIX CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
Developing Knowledge and Understanding
<ul style="list-style-type: none"> The work in Year Six, builds on and draws on all the work, knowledge, skills and experiences from their time in the school. At this point in their school career, they will have a rich and extensive knowledge and understanding of key stories, events and messages found in the Bible, particularly within the Gospels. They will also have built up their knowledge of the sacraments, Catholic ritual and symbolism, the history of the People of God, and the lives and messages of key saints. Demonstrates a secure knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their 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. Children are encouraged to select their own area of interest linked to the RE unit they are studying, research it and present their arguments/conclusions etc. to the rest of the class.
Making Links and Connections
<ul style="list-style-type: none"> By the end of Year Six, children are taking more responsibility for researching the scripture and/or other references needed to complete a given task. Outcomes will include reference to a number of biblical or other sources and how these link to the aspect of faith, or 'big question' being considered. (Please note there is not an expectation that children will include the specific Bible reference – see Y5). Less able children in RE may still require this to be scaffolded for them. Making connections between scripture and when it is relevant/most meaningful, e.g. why read this parable during Lent? Building on the work in Y5, the children continue to examine a range of liturgies, and are able to demonstrate their understanding through linking key elements back to their basis in scripture and the accurate use of religious terminology. They can make links between beliefs/scripture and real life examples from the immediate community and the news. They can show these link to Catholic Social Teaching.
Religious and Specialist Vocabulary
<ul style="list-style-type: none"> Pupils will use a wide range of religious vocabulary and terminology in their discussions and work, which will include both scripture and the teachings and sacraments of the Catholic Church accurately and appropriately.
AT2: ENGAGEMENT AND RESPONSE ('learning from')
Meaning and Purpose
<p>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</p> <ul style="list-style-type: none"> Can they answer questions from another's point of view? Can they make links between big questions and how they might affect their own life, for example, what will I now do differently? Writing letters of advice that demonstrate the teachings and how they can be applied to our own lives.
Beliefs and Values
<p>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</p> <ul style="list-style-type: none"> Comparing moral values/beliefs and coming to conclusion about your own beliefs – whilst celebrating the diversity of others' beliefs. Creating modern day parables or Gospel stories to illustrate their understanding of modern moral dilemmas and how faith can help unpick them.

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- Invite others in, for example, members of the church, to act as an inspiration for applying scripture to own lives.

AT3: ANALYSIS AND EVALUATION

Use of Sources as Evidence

- Linking to the work in the first strand, pupils are able to examine current issues (news stories, charity appeals) and use relevant quotes from religious sources (scripture, other faiths, key Catholic/religious figures e.g. Pope Francis, Bishop Philip) to justify/explain why they or others would hold a particular point of view, make a particular decision or act in a particular way.
- Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.

Construct Arguments

- The more able are able to present both sides of the argument and justify, using sources, why they would choose one side over another – less able may require more of a scaffolded approach.
- Argument shared through a variety of formats, e.g. written, drama, hot seating, posters
- Confident to express and defend own point of view.

Make Judgements

- Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.
- Make links between big questions and how they might affect their own life, for example, what will I now do differently?

Recognise Diversity

- Show an understanding of how own and others' decisions are informed by beliefs and moral values relating to other faiths, especially similarities.