

St Francis' Catholic Primary School, Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all
As children of God, we care for each other and we always try to do our best'

Religious Education

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

God speaks to us through Jesus. He wants us to have life in all its fullness. We encourage our children and community to grow in love and understanding of God, God's people and God's world and motivate them to help those in need and care for each other, as Jesus Christ taught us to. We foster a dynamic interaction between home, parish and school to provide a happy, caring community in which everyone is valued and included. We support parents as educators of faith.

Our Catholic school ethos is an outward representation of our vision where the Gospel is alive and underpins all aspects of daily school life. We want all of our children to know that they are loved by God and to love God, themselves and each other. Each individual child is resilient, caring and considerate and is fully equipped with the life skills and love of learning to prepare them well for life within and beyond our school.

We see the beauty in everything as we grow together and appreciate our wonderful gifts and talents. We nurture children's gifts and work hard to know and understand each individual child's interests and needs. We search for excellence because our children deserve the very best all round education to develop emotionally, socially, spiritually and academically. We always try our best.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

As a Catholic school, Religious Education is at the heart of our curriculum as we strive to proclaim and live the Christian values taught by Jesus Christ, within the Catholic tradition. This permeates every aspect of our school life. In partnership with parents and Parish, we hope to lead children to a greater understanding of who God is and to celebrating with deeper faith and understanding, the liturgy of the Church.

Religious education at St. Francis' Catholic Primary School is a journey through the presentation, understanding and development of the Catholic faith, involving every member of the school community. We work with parents as the first and foremost educators in a child's life to develop and deepen our children's faith journey. Religious education and intrinsic promotion of the Catholic life of our school is rooted in our journey to deepen our relationship with our loving God.

Religious education also contributes to the Catholic ethos of our school and we follow the guidelines in 'Fit for Mission? Schools to ensure that we work together to build and maintain an authentic Catholic ethos reflected in all aspects of school life.

Aims

Our subject specific aims for the teaching of religious education are to enable all children to:

- grow in understanding of who God is for us as a Catholic community;
- grow in knowledge and understanding of Jesus' life and teachings;
- gain a deeper knowledge and understanding of the Catholic tradition and the liturgy of the Church;
- recognise and appreciate the spiritual and religious dimensions of life through feelings of awe, wonder, delight and joy.
- examine their own religious feelings, views and responses.
- Have dialogue and encounter with other faiths and beliefs (Judaism and Islam), in RE lessons and cross-curricular lessons.

- develop an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- respect each individual and dignity of the human person made in the image of God
- take an active role in our world as co-creator with God and to be Christ's hands and bodies on earth
- understand Catholic tradition and belong to a loving Catholic community with Christ at the Centre
- engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- continually deepen their religious and theological understanding and be able to communicate this effectively;
- to be presented with an authentic vision of the Church's moral and social teaching to provide children with a sure guide for living and the tools to critically engage with contemporary culture and society;
- develop their critical faculties so to bring clarity to the relationship between faith and life, and between faith and culture;
- stimulate their imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

Breadth, balance and creativity

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all children are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

Continuity and progression

We believe that all our children should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of children and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

Religious Education is an enriching subject, a subject at the heart of life, which all children should enjoy. As a Catholic school, we offer religious education as an important contribution to faith development of pupils. It may also be received by some pupils as evangelisation or catechesis.

The requirements of the Religious Education curriculum are currently met mainly through the use of the Lancaster Diocese Curriculum Wheels, derived from the Religious Education Curriculum Directory. From September 2023, we are introducing the new curriculum as set out in the Religious education Directory, 'To see you more clearly' in some classes. By 2025 the whole school will follow this. During this transition period, we will continue to use existing schemes to ensure coverage. As a school, we use various schemes of work to enhance our curriculum provision for RE and to shape children's moral understanding and responsibility to care for our common home. We use "The Way, The Truth and the Life" scheme of work and we use Caritas in Action, CAFOD units, enhancements such as 'Little Way Week' and study of Saints to deepen understanding.

Lessons are enriched by using a wide range of resources to stimulate, engage and challenge the pupils. These include relevant videos, music, posters, stories and use of the Bible.

The new RED is based on the Catechism of the Catholic Church. In addition, the publication, 'Fit for Mission? Schools' (November 2007) is used to ensure that we are handing on to our pupils the important truths of our faith that have been identified as essential to the promotion of a Catholic ethos in our school.

The starting point in all religious education is REVELATION – revealing God, the initiator in the history of our creation and redemption.

From Revelation we move onto CHURCH; we consider how Revelation gives life to the Church. The Church is the bearer of God's Revelation and means by which human beings live out their response to Revelation, enlivened by the Holy Spirit who fills the Church.

From here we focus on two aspects of the Church's response to God's Revelation; CELEBRATION – the liturgical and sacramental life of the Church and LIFE IN CHRIST – the moral life and the pursuit of holiness – both enabled and enlivened by the activity and presence of God in the Church.

Within the religious education curriculum, it is essential to make clear connections between the truths of faith and pupils' own experience, when appropriate. For many, it is only when they see the relevance of what they are learning to their own lives that they become fully engaged with it. At times this will mean starting with the pupils' experience in order to engage pupils. However, REVELATION should remain the starting point for the delivery and presentation of the specifically religious content material. The programme we use to support religious education in our school ensures that we begin with the pupils' experience when this is appropriate in the context of the topic.

All Sacramental Preparation takes place in school, led by the parish. However, work undertaken and learned in religious education does help the children to grow in their knowledge and understanding of the sacraments of the Catholic Church and supplements

work carried out at home and in the parish in preparing children to receive the sacraments. Children lead children in becoming altar servers and the 'With You Always' programme is used to prepare children for First Holy Communion and Reconciliation.

Teaching and Learning

Religious education in the Catholic school is a core subject and is given the careful planning and preparation time that is employed to other core subjects. It is allocated 10% of the teaching week (2 hours in Key Stage 1 and 2 ½ hours in Key Stage 2). This 10% should not be allocated in one block but should be split over as many days as possible so that children are constantly being brought back to the religious purpose of our school.

Teachers are encouraged to use a wide range of creative teaching strategies to deliver religious education so that children enjoy the subject and are engaged in their learning. The topics covered are those outlined in the RED, the curriculum 'branches', which closely follow the church's liturgical year. These are enriched by using a range of visual and audio resources. Children are encouraged to participate in the lesson through paired work, group work, class discussion and drama. Where possible, links are made to other subject areas, particularly literacy.

Planning the curriculum

Our 'Living, feeling, dreaming' curriculum informs children and invites them to consider ethical and moral issues with most children developing well in their attitudes.

Our 'Ethical & World Thinking' strand of each topic allows the children to delve into a different issue each half term that they can debate, discuss and put big dreams into action. Examples include plastic pollution in our oceans, challenging stereotypes in careers and equality in our world.

Recognising themselves as valued citizens and voices of their generation, they come up with ways to make small changes such as writing to our MP and local businesses, litter-picking, planting trees and campaigning for change in school and in our community. They learn about the importance of truth, justice and fairness and their understanding is demonstrated in the ways in which they are prepared to stand up and speak out when they believe that something is wrong.

All teachers plan a half term's work using the same planning grid. Plans follow the topics suggested in the RED and "The Way, the Truth and the Life" scheme so closely follow the liturgical year. Learning objectives, teaching activities and differentiated pupil activities are outlined on the plans, which are produced termly. Links are made to HRSE learning objectives within each lesson.

We acknowledge the importance of using a wide range of teaching strategies and resources in the teaching of religious education in order to fully engage the pupils in their learning in this subject. These are reflected in teachers' planning.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all children without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons, adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- MAKE 'IN THE MOMENT' ADAPTATIONS e.g. reteach the content to a flexible group, clarifying vocabulary or addressing misconceptions
- involve the children in their learning
- using a variety of alternative's to writing thoughts on paper eg. Voice recorders, scrap book creative art approach, hot seating, freeze framing.
- listen to children's views and suggestions for lessons
- Ensure the child is positioned in a well-lit space before beginning an activity.
- precise and explicit modelling of tasks
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- regular opportunities to revisit previously taught content

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up

- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Assessment

Assessment in religious education is based on levels of attainment which should be in line with levels of attainment in other curricular subjects:

- Attainment target 1: Knowledge and understanding of religion (Learning about religion)
- Attainment target 2: Reflection on meaning (Learning from religion)

These attainment targets are further broken down into strands and pupil attainment is recorded on a class record sheet and in individual pupils' books. We come together with other schools in our diocese to moderate externally termly and annually.

As we begin to adopt the content of the new RED curriculum, we will use expected outcomes outlined for each year group to assess pupils. Half-termly assessment is judged using pupils' verbal responses and written work and recorded in class curriculum assessment books.

A staff moderation meeting takes place annually to monitor and evaluate the attainment in R.E. in relation to other curricular areas and pupil progress meetings half termly identify levels of RE compared to other core subjects.

External moderation meetings also take place annually and children's books are moderated alongside work from other schools in the diocese.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the children as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

At St.Mary's Catholic Primary School, we are **truly dedicated** to serving our children and families with a **rich, vibrant and inclusive Catholic education** with Christ central to all aspects of our curriculum and **God's love shaping our actions and formation**. We see **ourselves as disciples**, knowing and loving God through Christ's teachings and example. **As co-creators with God, we make Christ known by trying to be like Jesus.**

We want our children to know that they are loved by God and to love God, themselves and each other. Our wish is for children to **deepen their faith** to provide them with moral guidance and know they have **Christ with them in a world where His protection and love is essential**. We believe that **Prayer and Liturgy** in a Catholic school names and **celebrates God's presence in our lives** and we actively **recognise and appreciate** the **spiritual and religious** dimensions of life through feelings of **awe, wonder, delight and joy**.