



SJF 'The Big Picture Curriculum'

INTENT – RELIGIOUS EDUCATION

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>						
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>		
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)		Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and		
	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?		Trips and residentials		PTA Events		Church and Parish		
		Highly effective teaching & learning is dependent on...						
	Pedagogical approaches	<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul>		<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington				...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success
		Depth is embedded by...						
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and	
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
SJF areas of learning	National Curriculum	<b>Enrichment</b>						
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships		
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback		
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)	
Accountability measures		Attainment and Progress		Behaviour		Mental Wellbeing		
		Responsible and respectful global citizens		Attendance		Physical Wellbeing		



## RELIGIOUS EDUCATION INTENT

### St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be, in accordance with Christian values.

### **Intent of curriculum:**

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

As a Catholic school, our faith is entwined through every aspect of what we do. Religion is a relationship of love between the child and God, and between the child and other people, including our school family and our Parish community. At St John Fisher, we feel it is important that children learn how to show mutual respect and forgive others, following the teachings of Jesus Christ. Our school ethos and motto, scripture and Gospel values all support us to deliver this and help pupils grow in their own personal journey of faith.

Through the inspiration to '**Love, Learn, Achieve**', our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes and with happy and rich memories in RE. Therefore enabling them to develop a living and personal faith in Jesus Christ and allowing them to know and love God, ready for their next stage in education.

### **Religious Education**

At St John Fisher RC Primary School, RE is the core of the core subjects of the curriculum and all children will study RE for 2 hours 25 mins per week in Key Stage 1 and 2 hours 35 mins per week in Key Stage 2. EYFS ensure 10% of their focus teaching time and continuous provision is dedicated to RE.

Pupils also participate and lead in Mass, feast days, Holy days, liturgical reflections, collective worship & daily dedicated prayer and liturgy time, which involves religious actions and worship, including the celebration of the sacraments.

We follow the '**Come and See**' Religion Education scheme. This is one of the recommended schemes from the Diocese of Southwark and fulfils the requirements of the Bishop's Conference and the Curriculum Directory for Religious Education, which sets forth the expectations for what should be covered by Religious Education teaching in Catholic Schools in England and Wales.



## ST JOHN FISHER RC PRIMARY SCHOOL

'Come and See' was developed to respond to the needs of children today in their faith journey, to enable them to grow in their religious literacy and understanding. At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. 'Come and See' gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition. There are nine topics within each year group that complement the liturgical year and explore:

- Community of faith- church
- Celebration in ritual- sacraments
- Way of life- Christian living




These topics are taught according to the End of Year Progress Descriptors for Religious Education, which comply with the recent RED and inform the planning and assessment of the development of skills required to understand, discern and reflect.




Teachers ensure that learning is suitably pitched in order that RE is interesting, enjoyable and challenging. Links are made with pupils' own experiences, universal experiences and with the experiences of other world views.

Throughout a pupil's school journey they will each have the opportunity to regularly explore different faiths, religions and world views as part of our RE curriculum, in particular, Judaism, Islam and Hinduism.



The following tables, are taken from the recent 'RED To Know you More Clearly' document, to demonstrate the progression across phases in Religious Education.

	Understand 	Discern 	Respond 
	<p>The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:</p>		
Driver words and phrases	<ul style="list-style-type: none"> <li>Recognise... texts, beliefs, rites, ways of life.</li> <li>Name...</li> <li>Remember...</li> <li>Recall...</li> <li>Retell...</li> <li>Describe...</li> <li>Make links...</li> <li>Explain...</li> <li>Show understanding...</li> <li>Interpret within a historical context...</li> </ul>	<ul style="list-style-type: none"> <li>Play with possibilities, asking 'what if?' questions.</li> <li>Say what they wonder about.</li> <li>Recognise similarities and differences.</li> <li>Point out what is the same and what is different.</li> <li>Express a point of view or a preference.</li> <li>Listen to different viewpoints.</li> <li>Support a preference with reasons.</li> <li>Explain differences.</li> <li>Construct arguments.</li> <li>Weigh strengths and weaknesses.</li> <li>Arrive at justified conclusions.</li> <li>Recognise complexity with reference to different interpretations and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own feelings and experiences.</li> <li>Respond personally to questions that are difficult to answer.</li> <li>Make links between their own feelings and beliefs and their behaviour or way of life.</li> <li>Compare their own and other peoples' responses.</li> <li>Explain differences of belief and ways of life with reference to religious commitments.</li> <li>Critically reflect on their own beliefs and ways of life in response to dialogue with others.</li> <li>Respond with integrity to personal conclusions about questions of value and meaning.</li> </ul>
Ages 5-7	<ul style="list-style-type: none"> <li>Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture.</li> <li>Correctly use religious words and phrases to recognise features of religious life and practice.</li> <li>Recognise links and simple connections between sources, beliefs, worship and life.</li> </ul>	<ul style="list-style-type: none"> <li>Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling.</li> <li>Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way.</li> <li>Express a point of view with a relevant reason.</li> <li>Express a preference with a relevant reason</li> <li>Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others.</li> <li>Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> <li>Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.</li> </ul>

	Understand 	Discern 	Respond 
Ages 7-9	<ul style="list-style-type: none"> <li>Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today.</li> <li>Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings.</li> <li>Make links between sources, beliefs, worship, and life, giving reasons for the links.</li> </ul>	<ul style="list-style-type: none"> <li>Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others.</li> <li>Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...)</li> <li>Express a point of view with reasons that relate to sources/experiences.</li> <li>Express a judgement with relevant reasons, having considered different preferences.</li> <li>Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live.</li> <li>Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> <li>Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.</li> </ul>
Ages 9-11	<ul style="list-style-type: none"> <li>Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time.</li> <li>Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions.</li> <li>Show understanding of sources, beliefs, worship, and life, by making relevant links between them.</li> </ul>	<ul style="list-style-type: none"> <li>Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses.</li> <li>Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc.)</li> <li>Appreciate differing points of view are not all equally valid.</li> <li>Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer.</li> <li>Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life.</li> <li>Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> <li>Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.</li> </ul>



## Implementation of curriculum:

At St John Fisher, we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

Through RE lessons, Collective Worship, daily prayer and liturgy and Masses, the children explore what it means to belong to the Church. They learn about the sacraments and they develop an understanding of how Jesus is our model for a Christian way of living. Learning about the faith of others forms an important part of our school RE curriculum. Each year there are three whole school focuses on other faiths – Hinduism, Judaism and Islam. Our aim is to guide the children to become religiously literate young people who have the knowledge, understanding and skills, appropriate to their age and ability, to think spiritually, ethically and theologically.

In order to ensure 'Quality First Teaching' within RE, we strive for the planning to be personalised to each class and the individuals within them. We have regular whole-school, phase group and year group planning sessions to ensure clear adaptations across the 'Come and See' topics. The planning documents that are written during these planning sessions, cater for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. We have devised and refined knowledge organisers to ensure the key knowledge, scripture, big question, vocabulary and skills are clear, show progression and invite response and review from the pupils. As a result, outcomes are clear, so the pupils have an idea of where they are heading with appropriate challenge for all pupils. All RE topics begin with a planned 'big question' that leads the learning and is reflected on at the end of a topic to discuss changes or progression in thinking. Questions are clearly identified in planning to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning.

At St John Fisher, we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum, further enhanced by creative and extra-curricular opportunities. We aim to explore RE creatively through drama, dance, music and art as well as creative writing. We arrange visitors and visits to enhance our RE curriculum. Class 'big books' are used to capture and celebrate this creativity. These are passed up through the years to ensure learning is built upon, as a way of further developing understanding and exploration of topics.





*"Be still and know that I am God" (Psalm 46:10)*

Spending time in silence, in God's presence is a gift and allowing the space to do this is something we should all take the opportunity to do. Pupils have personal prayer journals, a very special personal book which helps them to take time out in the stillness of their own heart, to talk to God and to hear what God is saying to them.

## **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of RE by ensuring our leadership team carry out a range of activities to develop subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments and staff, parent and pupil voice.

An evaluation of all of the above activities feeds into the RE review. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. The action plan feeds into our overall School Development Plan. The RE leader updates and informs school governors regarding teaching and learning of RE and the impact of the curriculum on learners. The RE leader meets regularly with the RE governor, Fr Francis, to discuss the teaching and learning of RE. Fr Francis, Fr Joseph and Governors also visit RE lessons throughout the school.



Dear young people, please, don't be observers of life, but get involved. Jesus did not remain an observer, but he immersed himself. Don't be observers, but immerse yourself in the reality of life, as Jesus did.

— Pope Francis —

AZ QUOTES

Through the complete and rigorous Religious Education at St John Fisher, children are given the opportunity to develop and become brothers and sisters in Christ. Children of all abilities and backgrounds achieve well in RE, reflected in good progress that reveals a clear learning journey. They talk openly and deeply about their Faith and reflect this in their everyday life. They show this learning through deep questioning, reflective responses, respect for all and treating others as God would want them too. The children live their faith in an active and positive way, always aware of the presence and love of Christ guiding them with a clear understanding of their impact on the community.