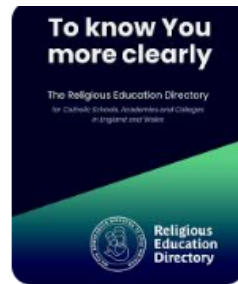


Religious Education and Catholic
Life at *St. Wilfrid's* 2024-25



Come and See



Transition to the new RED Model curriculum:

September 2024 - Implement RED for EYFS, Y1, Y2, Y3.

Years 4, 5 and 6 will continue with Come and See.

September 2025 – All classes teaching the RED

Overview of RE Expectations for all year groups:

- Two RE Lessons each week – one to be taught in the morning (Year 3 upwards).
- RE needs to be 10% of the timetable (2.5 hours). This does not include assemblies or prayer times.
- All RE lessons start or end with a prayer (Ideally led by a child).
- Every lesson has an appropriate learning sticker thought through by the teacher and linked to the outcomes/ Ways of knowing.
- Topic front covers used in books to mark the start of a new topic.
- Work is marked in accordance with the marking policy.
- Class scrap books used in every class to show range of activities (no need to double up with RE book, just one example is fine). E.g prayers, art, pictures of drama etc
- Encourage links and connections to the themes of Catholic Social Teaching
- Y4- Y6 longer Class 'Celebrations of the word' every 4 weeks at the end of each topic
- REC-Y3 – longer Class 'Celebrations of the word' every 4 weeks – led by the children related to the ongoing topic.
- Daily classroom prayers – beginning and end of day, before lunch as a minimum.
- Weekly child -led Celebrations of the Word
- Prayer wall/ Prayer box / prayer focus in each class

Expectations of Teaching



Come and See

'Come and See' Catholic Programme Y4, Y5, Y6



Each topic lasts four weeks on average, except for study weeks focused on another world faith. It is advised that...

- One lesson is focused on **EXPLORE**, which might often include consideration of the 'Big Question'.
- Approximately two/three weeks should be focused on **REVEAL** (inclusive of each Learning Focus- some foci may be combined into two lessons and not every focus requires recorded evidence in books as this depends on timing and the nature of the chosen activity);
- The final week should ensure time for the children to **RESPOND** to the topic. This should include some form of liturgical prayer, prepared and led by the children with guidance from the teacher (at an age-appropriate level) and based on learning within the topic. (Respond booklets are available on the Diocese of Hallam website should you wish to use them).



Come and See

Pupils' books should show evidence of learning as follows:

- Key Stage 2- individual pupils' **minimum of five/six pieces** of learning recorded per topic, two of which should be sustained/extended in nature.
- Some learning activities to be recorded in class scrap books, such as practical tasks, role play, group collaborative learning, etc; and ways of recording that can not be easily recorded in a pupil's book.
- Driver Words provide more focused learning objectives for the children and should be used in all learning stickers.
- There should be evidence of differentiation during each topic (some of which will also be by outcome) this should be in line with the agreed Diocesan planning grid.
- Recorded learning expectations are inclusive of written work, photographs, art work, design, prayer creation, display, scribed verbal comments.

Using the driver words to inform the next steps



Come and See

Objectives

- To ensure our marking adds value to the children’s work
- Embed feedback for learning so that pupils are guided to make improvements to their work in greater depth in order to move learning forward.
- Begin to use the driver words from the RED Curriculum to prepare children for the transition next year.

Key Learning: The Importance of Conscience in making choices.



To **retell** the story of The Two Sons



To **describe** some ways in which followers of Jesus live.



To **make links** between this story and the belief in a loving and forgiving God.

Ways of Knowing









Understand	Discern	Respond
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

Ages 9-11

Understand	Discern	Respond
<ul style="list-style-type: none"> • Show understanding • Recognize the historical context Use specialist (theological, religious, and philosophical) vocabulary 	<ul style="list-style-type: none"> • Ask ‘what if?’ questions • Explore meaning • Appreciate differing points of view. • Articulate reasons • Consider people’s different worldviews. 	<ul style="list-style-type: none"> • Reflect on meaning • Compare. • Consider. • Act

Marking and Feedback
Using the driver words to inform the next steps
How I can keep improving in RE:



	Recognise	REC
	To talk about	REC
	To retell	Y1
	To describe	Y2
	To give reasons	Y3
	To make links & Connections	Y4 Y5
	To show knowledge and understanding	Y5 Y6
	To explain using evidence	Y6

RE marking and feedback

Green marking - Child

Red Marking - Teacher

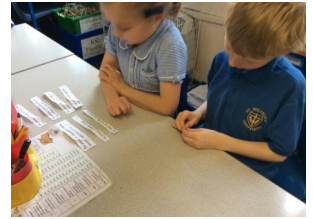
- Not fully understood
- ✓ Good understanding
- ✓✓ Excellent understanding
- ★ Showed greater depth and understanding in either the class discussion, written work or both.





Recognise

- Have all the relevant characters been remembered and acknowledged?
- Have some key words and phrases been recognised?
- Does the child recognise this to be a special story from The Bible?
- Question: Who were the main people in the bible story?



Describe

- Has the child described what has happened in the story?
E.g. Mary and Joseph took baby Jesus to the Temple. They met some people called Simeon and Anna.
- Question: What is happening in the story?

Retell

- E.g. Mary and Joseph took baby Jesus to the Temple as was the custom of the Jewish faith. They met some holy people called Simeon and Anna who were praying in the temple.
- Questions: Why did Mary and Joseph take Jesus to the temple? How do you think Anna and Simeon felt when they met baby Jesus?

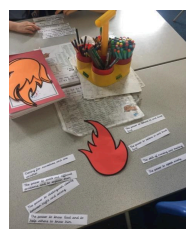
Make Links

- Make links with our lives as Christians and with scripture – e.g. Jesus at the Temple. Jewish custom to visit the temple for the feast of Passover
Jesus said to his parents, “Did you not know I would be at my father’s house?”

Achievement at the end of year: Diocesan Consistency

In order to have some consistency of data reliability across the diocese, please follow these rules for the end of year assessment of achievement:

- To have met the End-of-Year expectations, a pupil should be ‘secure’ in **80% or more** of statements pertaining to their year group.
- To be considered as having a deeper understanding, a pupil should be ‘secure’ in all statements, and be working at greater depth in **50% or more** of statements.



Expectations using the branches of the RED model curriculum – EYFS, Y1, Y2, Y3 (from Autumn 24, KS2 from Spring 1)

Each branch lasts for six weeks on average

- Structure in form of the Liturgical Year, one per half-term
- 1. **Creation & Covenant – Creation of the world and covenants (promises) made in the Old Testament**
- 2. **Prophecy & Promise – Advent – Prophets of the Old Testament and how they point to the coming of Jesus**
- 3. **Galilee to Jerusalem – Life, Ministry and Teaching of Jesus**
- 4. **Desert to Garden – Lent – Passion, death and resurrection of Jesus**
- 5. **To the Ends of the Earth – The early church and Pentecost**
- 6. **Dialogue and Encounter – Other religions**

Spiral curriculum, “adding leaves to each curriculum branch.”

School leaders and teachers need to plan lessons across this time to ensure that the expected outcomes are achieved through coverage of the four knowledge lenses, so that pupils make meaningful connections between:

- Scriptural texts (**HEAR**)
- Catholic beliefs (**BELIEVE**)
- Prayer and liturgy (**CELEBRATE**)
- The relationship of faith to life (**LIVE**)

An initial expectation of the evidence of learning in pupils’ books is:

- Early Years Foundation Stage: Recording may often be within a ‘floor book’ or ‘class book’, showing the learning activities engaged in by the children.
- Key Stage 1 – individual pupils’ minimum of five/six pieces of learning recorded per branch.
- Key Stage 2 - individual pupils’ minimum of seven/eight pieces of learning recorded per branch, three of which should be sustained/extended in nature.

As above, In Key Stage 1 & 2, there is also the option for some learning activities to be recorded in class scrap books, such as practical tasks, role play, group collaborative learning, etc; and ways of recording that cannot be easily recorded in a pupil’s book.



Catholic Schools Inspection Grade Descriptors in RE: 'Good':

All recording should show that pupils are “..developing secure knowledge, understanding and skills that reflect the learning required...”.

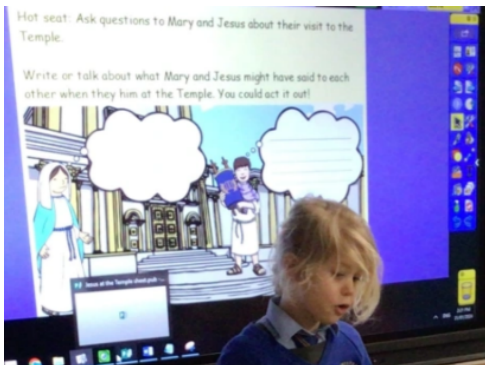
All work should be “...presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve.”

Teachers should “...provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils.”

Pupils should be able to “...speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning.”

They should also be able to “...work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they (will) concentrate well, and respond to the challenge of learning.”

Technology, **Drama**, Dance, Art, **Prayer**



Variety of Learning Tasks

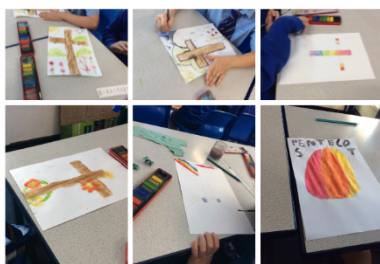


Recorded Work: Labelling, annotating, creative writing

Self Expression: Acting, singing, dancing, computing, artwork

Living the Faith: Action to support Catholic Social Teaching

Time with God: Prayer and reflection on how the things they have learnt influences their lives



What does outstanding teaching look like?

RE2.1 “Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching.”

What this looks like: Explanations are precise. A range of technical subject-specific vocabulary is used accurately. Teachers draw on learning from other year groups/topics. Where appropriate, links are made with Mass and scripture. Teachers confidently weave knowledge into learning, expertly making links.

- Children are rarely off task – routines and expectations in the class are clear;
- Lessons are language rich with good use of subject specific vocabulary;
- Pupils have opportunities for self – giving children control over their own learning;
- Lessons include a wide range of skills – children can have opportunities to interpret sources and symbols, ask questions and integrate ideas into their own life.
- Time management – lessons are pacy and keep children engaged and focused;
- Teachers consistently deploy more knowledge to tasks and responses – building on what children already know;
- Children are able to recall and apply previous learning;
- Children can independently use sources – selecting specific sources appropriately: e.g. locating and referencing Bible passages to demonstrate Jesus’ teaching on forgiveness;
- Children make links to Saints and inspirational Christians and consider how these examples can impact on their own lives;
- Children have post-learning review opportunities – e.g. working in groups to share learning, tell talk partner what you’ve learned in 10/5/1 word(s).

St Wilfrid's RE overview 2024-25



St Wilfrid's RE Overview
2024-2025



Autumn Term

Religious Education Directory (RED)	Reception Rec / Y1 (EYFS topic)	Y1 / Y2 (Y1 topic)	Y2/3 Y3 (Y2 topic)	COME AND SEE	Y4 Y4/5	Y5/6 Y6
Creation and Covenant	<ul style="list-style-type: none"> - God made our beautiful world and everything in it. - God made me 	<ul style="list-style-type: none"> - The creation story - Responsibility to take care of the world - The Our Father - The opening of the Nicene Creed 	<ul style="list-style-type: none"> - Revisit the story of Creation - Symbolism relationship between God, humans and the world - Age appropriate passages of Laudato Si' 	Domestic church-Family	Year 5 - Ourselves – Created in the image and likeness of God	Loving God who never stops loving
				Other Faiths- Judaism	Torah (Y4) & Passover (Y5)	Rosh Hashanah , Yom Kippur
Prophecy and Promise	<ul style="list-style-type: none"> - Mary was going to have a baby. - His name will be Jesus (Luke 1:26-31,38) - Jesus was born in Bethlehem (Luke 2:4-7) - Shepherds hurried to see Mary and Joseph and baby Jesus (Luke 2:8-20) 	<ul style="list-style-type: none"> -The Annunciation - The Visitation -The Birth of Jesus - The Visit of the Shepherds - The Hail Mary 	<ul style="list-style-type: none"> - Why and how Christians celebrate Mass - The Annunciation to Joseph 	Baptism/ confirmation - Belonging	Year 4 - CALLED - Confirmation: a call to witness	Vocation and Commitment The vocation of priesthood and religious life.
				Advent/ Christmas - Loving	Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one	Expectations Jesus born to show God to the world

Spring Term

	Reception (EYFS topic)	Rec / Y1 Y1 / Y2 (Y1 topic)	Y2/3 Y3 (Y3 topic)	Y4 Y4/5 (Y4 Topic)	Y5/6 Y6 (Y5 Topic)
From Galilee to Jerusalem	<ul style="list-style-type: none"> - The wise men visit Jesus (Matt 2:1-12) - Jesus welcomes the little children (Mark 10:v16) - Jesus blesses the little children (story retold) 	<ul style="list-style-type: none"> - The Presentation of Jesus - Jesus announces his mission. - The call of the disciples -Zacchaeus - Candlemas 	<ul style="list-style-type: none"> - Cure of the paralytic - Parables of the sower - Parables of the yeast - Visit of the Magi - Focus on The Our Father - To know about the life of a saint 	<ul style="list-style-type: none"> - Peter's mother in law and casting out devils - Cure of the two blind men - Jesus walks on water - Peter's profession of faith - The belief in the Incarnation -Sacrament of Reconciliation and how Catholic's experience God's forgiveness. - Sacrament of the Anointing of the sick 	<ul style="list-style-type: none"> - The Beatitudes - The great commandment - The Good Samaritan -The Transfiguration -The Our Father prayer - The virtues of faith, hope and love
From Desert to Garden	<ul style="list-style-type: none"> - Lent is a time to care for others. - Jesus died on a cross. - It is a sad time. - Jesus was given new life by God his Father. - Jesus rose and everyone celebrates. - Love God and love everyone (great commandment). 	<ul style="list-style-type: none"> - Jesus teaches in the temple - The last supper - The Crucifixion and death of Jesus - Jesus tempted in the desert - Understand that Lent is a special time for praying, fasting 	<ul style="list-style-type: none"> - Sacrament of The Eucharist - Miracle of the loaves - The Last Supper (as the institution of the Eucharist) - Prayers and responses during mass - cultural practise associated with Holy Week 	<ul style="list-style-type: none"> - The Prodigal Son - The Judgement of Nations - The events of Holy Week (Matthew's Gospel) - Lent is a time for a new start - Corporal and Spiritual acts of mercy 	<ul style="list-style-type: none"> - Ash Wednesday readings - Temptation in the wilderness -The resurrection of the Dead Paul. - The Church's' teachings on sin and conscience - Prayer – sorrowful mysteries of the Rosary

Summer Term

RED	Reception (EYFS topic)	Rec / Y 1 Y1 / Y2 (Y1 topic)	Y2/3 Y3 (Y3 topic)	Y4 Y4/5 (Y4 Topic)	Y5/6 Y6 (Y5 Topic)
To the ends of the Earth	<ul style="list-style-type: none"> - Jesus went back to his Father. - He sent a special friend, the Holy Spirit, to look after us. - Story of Pentecost (Simple Telling). - The early Christian community (Acts 2:42-47). 	<ul style="list-style-type: none"> - The Road to Emmaus - The Ascension - promise of the Holy Spirit - Pentecost - the mission of the Church begins here 	<ul style="list-style-type: none"> -The Road to Emmaus - The mission to the world - The group of Apostles -Early church - Paul's letter to the Corinthians - The Holy Trinity 	<ul style="list-style-type: none"> - The Empty Tomb - The appearance on the shore of Tiberius - The Apostles Creed - The Pope is the successor to Peter -The Apostles Creed - May is the special month of Mary – Marian hymns and prayers - Artistic depictions of the Blessed Virgin Mary 	<ul style="list-style-type: none"> - Scriptural echoes of the Sacrament of Confirmation. - Pentecost -The gifts of the Spirit - Baptism of the Spirit - Sacrament of Confirmation - The Rosary - An example of a Saint
Dialogue and Encounter	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.</p>	<ul style="list-style-type: none"> - Visit Catholic church -Learning about local parish community and church -Share traditions from other Christians -Orthodox Christian children in class) -Aspects of modern Jewish life in Britain - 	<ul style="list-style-type: none"> -Jewish Passover and how this is linked with the Eucharist for Christians -How Passover is celebrated today -Islam and a religious law or belief and how this is lived out -Some Islamic laws, beliefs, worship and life 	<ul style="list-style-type: none"> - The Road to Damascus - The first letter to the Corinthians -Different liturgical traditions in the church - The five pillars of Islam - How Muslims in Britain today live out their beliefs 	<ul style="list-style-type: none"> - Different writers of the Bible were inspired by the Holy Spirit. - God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. - Tanakh (Hebrew Bible) - Shema prayer – basic creed of Judaism - A mezuzah

Catholic Social Teaching

Catholic Social Teaching is based around the Church's belief that we can all make a difference in making our world a better place for all. These teachings are rooted in Scripture and especially in the teachings of Jesus found in the Gospels. Christ shows us how to walk in his footsteps, bringing love and care to those both near and far. It is our vocation to live as Jesus and saints throughout the ages, bettering our world for everyone.

Autumn 1 2024 – What is Catholic Social Teaching?

Autumn 2 2024 – Human dignity

Spring 1 2025 – Stewardship

Spring 2 2025 – Family and Community / Participation

Summer 1 2025 – Solidarity and the Common Good

Summer 2 2005 – Preferential Option for the Poor and Vulnerable



Useful links

- Hallam Diocese website <http://hallam-diocese.com/>
- Hexham and Newcastle diocese website <http://www.edurcdhn.org.uk/index.php>
- Nottingham Diocese website <http://www.nottingham-des.org.uk/>
- Lat Blaylock <http://www.retoday.org.uk/benefit/lat-blaylock>
- Ten Ten Resources <https://www.tentenresources.co.uk/>
- CAFOD <https://cafod.org.uk/education/education-resources>
- Mission Together <https://missiontogether.org.uk/>
- Mark 10 Mission <https://www.themark10mission.co.uk/>
- Brick Testament <https://thebrickbible.com/legacy/>
- Be Inspirational (Notts diocese) <https://www.beinspirational.co.uk/>

CAFOD
Just one world



NEWS TRUST CHAPLAINCY PRAYER RESOURCES PRAYER AT HOME LIVE



What Difference do we make?

St Wilfrid's Fund raising 2023-25

<i>CAFOD Lent</i>	£137
<i>Children in Need</i>	£536
<i>St Wilfrid's Centre</i>	Food donations
<i>Bethlehem Care and hospice fund</i>	£103
<i>St. Luke's</i>	£250
<i>Good Shepherd</i>	£314
<i>Comic Relief</i>	£137



CAFOD
Just one world

Good
Shepherd
Fund



We
Save the
Children
Will you?



St Luke's
Sheffield's Hospice

Featured Prayers at St Wilfrid's

Morning Prayer

God our loving Father
We give ourselves to you today
Bless our lessons and bless our prayers
Bless all we think and do and say.



Prayer Before lunch

Bless us O God
As we sit together
Bless the food we are about to eat
Bless the hands that make the food
Bless us O 'Lord



Hometime Reflection

God our Father we come to say
Thank you for your love today
Thank you for our family
And the friends you give to me
Guard me in the dark of night
And in the morning send your light.



Prayer for St Wilfrid's

We pray that every day we may love and care for one another in our school in every way.
Help us to respect and make our world a better place, surrounded by faith and understanding.

Lead us in our lives and help us to discover how we can make an extra special difference to the people in our school, community and world around us throughout our time at St Wilfrid's.

We know that you are always with us, using your guiding spirit to help us on our journey sharing with us your love and peace.

Hail Mary

Hail Mary, full of grace.
Our Lord is with you.
Blessed are you among women,
and blessed is the fruit of your womb,
Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.



The Apostles Creed

I believe in God,
the Father Almighty,
Creator of heaven and earth,
and in Jesus Christ, His only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
He descended into hell;
on the third day He rose again from the dead;
He ascended into heaven,
and is seated at the right hand of God the Father Almighty;
from there He will come to judge the living and the dead.
I believe in the Holy Spirit, the Holy Catholic Church,
the communion of Saints, the forgiveness of sins,
the resurrection of the body, and life everlasting.



The Our Father

Our Father, Who art in Heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

The Act of Contrition

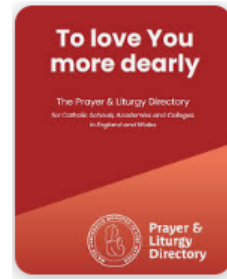
Oh my God
I am very sorry that I have sinned against you
And With the help of your grace
I will not sin again
Amen

Glory Be to the Father

Glory be to the Father,
and to the Son,
and to the Holy Spirit:
As it was in the beginning,
is now,
and ever shall be,
world without end.
Amen.



Celebration of the Word



- Daily class prayer times, in addition to start and end of the day, prayer before meals.
- Widen and increase the range of ways in which pupils lead times of prayer so that pupils can become more involved and increasingly independent, from an earlier age, in the planning and leading of prayer and liturgy (See progression document).
- Each class has a Celebration of the Word box with resources including 'Let us Pray' cards to encourage independence and confidence.

Prepare... Focus / setting / music / ICT / resources etc.
Gather... How? To what? How does it start?
Word... What SCRIPTURE is used? How is it shared?
Response... How? include – PRAYER and SILENT reflection
Mission... How? What now? Why?
Evaluation... How did it go? How could it improve?

- Every 4 weeks each class will plan a whole class celebration of their RE Topic. The children will take an increasingly independent role in the planning and evaluation of this.



St Wilfrid's
Celebration of the Word Planner

Date:	Theme:		
Gather:	Word:	Response:	Mission:
Prayers:	Art:	Sacred Space:	Music:

Evaluation

Encourage the children to evaluate the Celebration of the Word:

- What did you enjoy?
- What could we do differently next time?

Mass

School Masses 2024-2025

September '24	Welcome Mass	Y5/6
December '24	Start of Advent Mass	Y4
January '25	New Year Mass	Y4/5
February '25	Lent Mass	Y3
May '25	Mass for Mary	Y2/3
June '25	Holy Communion Celebration	Holy communicants (Danni & Mary to coordinate)
July '25	End of Year Mass	Y6

Stations of the Cross – Chaplaincy Team

May Procession – Chaplaincy Team

Mass Title:

Celebrant:

Date:

Time:

Space:

Group:

Liturgical Colour:

Mass Planning Sheet



Suggested Roles	Names	Notes
Welcomers / setting up the hall / art work for the hall		
Introduction to Mass – Set the theme		
Music group/choir		
First Reading		
Psalm (Spoken or Sung)		
Second Reading and Acclamation		
Gospel Mime/Drama (optional)		
Bring up the gifts of bread and wine – you may wish to bring up other items (pieces of work, Easter symbols)		
Prayers of the Faithful (x6) Usual petitions include: the Church (Pope, Bishop, Priest, Deacons, and		

Laity), the parish and school communities, those in need around World, those in need in the local community, those who are sick and those who have recently died. These are followed by the Hail Mary.		
Post communion reflection (optional)		
Thank you prayers (optional)		
Post-Mass Hospitality (tea and biscuits for parents)		
Other		

Music

Entrance hymn	
Gloria (Sung or spoken)	
Gospel Acclamation (sung or spoken)	
Offertory Hymn	
Communion hymns (x 2 or 3)	
Recessional Hymn	

The Chaplaincy Team

The Chaplaincy Team meet every week to share ideas and prepare opportunities to enhance the prayer and spiritual life of the school. They listen and respond to the voices' of their peers, discuss and develop ideas collaboratively, and launch whole school initiatives. They work together to plan and deliver a weekly prayer club and celebrations of the word across the whole school.

The Chaplaincy Team Aims to:

- *Help the school to grow as a community of faith*
- *Actively participate to significantly enhance the Catholic life and mission of the school*
- *Encourage the pupils to live their faith in daily living*
- *Support liturgy, prayer and the spiritual life of the school*
- *Support the school and pupils to live out the School Mission Statement*
- *Promote and involve pupils in fundraising for local, national and global charities*
- *Take a leading role in responding to the demands of Catholic Social Teaching Principles*
- *Be the voice of change*

Meet this year's fantastic role models, alongside our parent volunteers:

