

Content According to Age Groups

3–5

Age Group Statement Notes

The *Areas of Study* are closely interrelated and the organic unity of each is important. Teaching and learning strategies will provide continuity and progression. The following *Age Group Statements* are offered as examples of appropriate provision. They do not constitute a prescriptive curriculum.

Where examples are given, they indicate intent and direction. They are neither minimal nor exhaustive. The statements are addressed to teachers and advisors who will ensure that in the classroom there will be:

- a supportive environment for learning;
- a repertoire of approaches and resources which take account of the different communication modes, experience and ability of all pupils;
- differentiation;
- a variety of approaches and resources which respond to the range of different learning needs and abilities;

Please note that for each *Area of Study* there are driver words that are used in the levels of attainment that are broadly appropriate for each age group and focus teaching and learning strategies.

Where pupils are operating within P levels it may be necessary to replace the driver words with 'experience' and 'respond' (see diagram on p.68).

Provision for Under Fives (Nursery)

The Foundation Phase describes the stage of a child's education from the age of 3 to the end of reception at the age of 5 (or age 3 to 7 in Wales). In Catholic schools Religious Education will form a valuable part of the educational experience of pupils throughout this stage.

Through engaging, practical and integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for children of this age but makes a particularly important contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

Within what is a highly-integrated curriculum, teachers of children of this age will seek to:

- deliver a Religious Education programme which meets the needs of all children;
- make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context;
- build upon and extend Religious Education begun in the home;
- work in active partnership with home and parish, preparing pupils for more formal Religious Education in later years.

Teachers enable pupils to:

Revelation

- come to know that God loves each one always and at all times;
- come to know Jesus is God the Father's Son;
- experience and come to know that Jesus tells us about God his Father;
- hear the story of Christmas and Easter;
- hear about the good news of Pentecost;
- experience and become familiar with the sign of the cross.

The Church

- know that they are special within their family and the community;
- come to know that Mary is the Mother of Jesus;
- experience that a church is a special place where God's People gather to pray;
- begin to hear about God's wonderful world.

Celebration

- come to appreciate their friendship with Jesus through Baptism;
- come to know that Jesus helps us to choose the good;
- come to know that Sunday is a special day for the church family who come together to celebrate;
- experience and recognise prayer is talking and listening to God;
- experience praying with others as a celebration;
- experience liturgical celebrations in a variety of simple settings;
- be able to join in simple prayers and hymns.

Life in Christ

- respect each other, respect adults;
- learn to take responsibility for choices and actions;
- learn to say 'sorry';
- form, and experience good relationships with peers and with adults in the school community.
- ways in which a Christian family and parish share and celebrate life, and show care for one another;