



RE Curriculum Whole School Overview

	Autumn	Spring	Summer
Reception	<p>Domestic Church- Myself God knows and loves each one: -to talk about their own feelings, experiences of being known and called by name. -to recognise some phrases from the Psalms which tell about God's love for them. - to understand God knows and loves each person</p> <p>Other faiths –Judaism Special days: -to understand holidays are special times. -to learn about Hanukkah; the story of oil lamp in the Temple. -God cares for his people.</p> <p>Baptism/Confirmation- Welcome Baptism: a welcome for a new baby -to begin to talk about their own experiences and feelings of being welcomed. - to say what they wonder about how they can make others feel welcome. -to begin recognise some religious signs and symbols used in baptism. -to use some religious words and phrases from the Rite of Baptism.</p> <p>Advent/Christmas- Birthdays Looking forward to Jesus' birthday: -to begin to talk about their own feelings as they wait for a birthday. - to talk about their own experience of celebrating a birthday.</p>	<p>Local Church- Community People celebrate with the parish family: -to begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. -to begin to wonder about why people celebrate. -to begin to wonder about how they feel when they celebrate. -to begin to recognise the story of Mary and Joseph taking Jesus to the Temple. -to begin to recognise some of the elements and words used in church celebrations. -to begin to recognise that the church/parish family celebrate in particular ways.</p> <p>Eucharist – Gathering The parish family gathers to celebrate Eucharist: -to begin to talk about the times they have gathered together with others. - to begin to talk about how they felt. -to begin to say what they wonder about the enjoyment of being together. begin to recognise the story of Jesus with the children as a religious story. -to begin to recognise the phrases "The Lord be with you." "And with your spirit." -to begin to recognise the Lectern and know how it is used. -to begin to recognise how people gather together to share the stories of God's love at Mass. -to begin to talk about their experience of visiting church and listening to God's word.</p>	<p>Pentecost- Good News Passing on the Good news of Jesus: -to begin to talk about how they feel when they have good news to share. -to begin to say what they wonder about the joy good news brings. - to begin to recognise the Pentecost story as a religious story. -to begin to use and recognise some religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. -to begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News. -to begin to talk about how they feel when they hear the Good News. -to begin to say what they wonder about Pentecost Day and the Holy Spirit.</p> <p>Reconciliation/Anointing of the sick- Friends Friends of Jesus: -to begin to talk about their experiences and feelings about what a friend is. -to begin to talk about making friends and when friendships go wrong. - to begin to wonder about what makes people friends. -to begin to recognise that Christians show love for one another because Jesus asked them to do so. - to begin to recognise Jesus' rule for friends and his words 'love one another'.</p>

	<ul style="list-style-type: none"> - to wonder at the joy of birthdays. - to begin to recognise the Christmas story. - to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. - to use and develop a vocabulary of religious words and phrases. 	<p>Lent/Easter- Growing Looking forward to Easter:</p> <ul style="list-style-type: none"> -to begin to talk about their own experience of 'growing'. - to talk about how they feel about 'growing'. - to say what they wonder about growing, themselves and in nature. -to begin to recognise the stories of Good Friday and Easter Sunday as religious stories. -to begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden. -to begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent. 	<p>Other Faiths- Islam Prayer mats:</p> <ul style="list-style-type: none"> -to think are special objects and wonder about them - to learn about special objects for Muslims. -to learn about prayer mats and the Qur'an <p>Universal Church- World What we love and wonder about our world:</p> <ul style="list-style-type: none"> -to talk about their own experience of the world and what they love about the world -to be able to wonder about what makes people friends. -to say what filled them with wonder about the world. -to recognise some words and phrases from the Psalms. -to recognise that people want to take care of the world and share with others because they believe that God said "Take care of my world!"
Year 1	<p>Domestic Church- Families God's love and care for every family God who never stops loving:</p> <ul style="list-style-type: none"> -to talk about their experience and feelings about the roles of people within families. -to say what they wonder about the care given to people within families. -to ask and respond to questions about the difference between families. - to recognise the stories and psalms which reveal God's love and care. - to retell some of the psalms and something about Jesus' childhood. <p>Other faiths Judaism Abraham and Moses: -to know the story of the family of Abraham.</p>	<p>Local Church- Special People People in the parish family:</p> <ul style="list-style-type: none"> -to talk about their experience and feelings about the special people they know or have heard about. -to say what they wonder about the help special people give them. - to ask and respond to questions about what makes a person special. - to recognise and retell some stories about Jesus' life. to recognise how everyone helps each other because they belong to the parish family. <p>Eucharist - Meal Mass, Jesus' special meal:</p> <ul style="list-style-type: none"> -to talk about their experience and feelings about meals which are special to them. - to say what they wonder about why people share 	<p>Pentecost- Holidays and Holydays Pentecost: feast of the Holy Spirit:</p> <ul style="list-style-type: none"> -to talk about their experience and feelings about holidays. - to wonder about what makes a holiday a happy time. - to ask and respond to questions about the difference between ordinary days and holidays and why we have them. -to recognise what a holy day is and the story of coming of the Holy Spirit at Pentecost. - to recognise some symbols of the Holy Spirit. -to retell the story of the coming of the Holy Spirit at Pentecost. - to describe the ways in which the Holy Spirit is a helper and guide.

- to know Moses leads the Jewish people to freedom
- to know God led the Jewish people to freedom.

Baptism/Confirmation- Belonging

Baptism: an invitation to belong to God's family:
 -to talk about their experience and feelings about belonging to different groups.

-to say what they wonder about belonging and what that means.

to ask and respond to questions about their own and others experiences of belonging to different groups

-to recognise and use some religious words and phrases used in Baptism

-to use religious words and phrases to describe some actions and symbols used in a Baptism

- to know that Baptism is the beginning of life in the Church family.

Advent/Christmas- Waiting

Advent: a time to look forward to Christmas:

-to talk about their experience and feelings about waiting.

-to say what they wonder about waiting.

- to ask and respond to questions about their own and others' experiences and feelings of waiting.

- to ask questions about what they and others wonder about and realise that some of these questions are difficult to answer.-to recognise that Advent is a time of waiting to celebrate Jesus at Christmas.

- to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.

- to use some religious words and phrases about Advent and waiting.

special meals.

- to ask and respond to questions about meals which are special to them.

-to recognise and retell the story of Jesus' special meal at the Last Supper.

- to use religious words to say what happens at Holy Communion during Mass.

Lent/Easter- Change

Lent: a time for change:

-to talk about their experience and feelings about changing and acquiring new skills.

- to say what they wonder about the ways in which change happens.

- to ask and respond to questions about their own and others' experience and feelings about how we can change.

- to recognise and retell the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories.

- to recognise that people use the opportunity of Lent to change and make a new start.

- to recognise and use religious words and phrases to describe some religious actions and symbols of Ash Wednesday, Lent and Easter Sunday.

- to describe how Christians choose to use the opportunity of Lent to change.

Reconciliation/Anointing of the sick- Being sorry

God helps us choose well:

-to talk about their experiences and feelings about making choices.

- to say what they wonder about concerning making choices.

- to ask and respond to questions about the consequences that choices have on others and themselves.

- to ask and respond to questions about being sorry for the wrong choices they have made.

- to ask questions about how it can sometimes be difficult to forgive others.

-to recognise and retell the story of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories.

- to use religious words like 'forgiveness' and 'be sorry' to describe when they or others have made wrong choices.

- to describe ways in which people say sorry and forgive each other because they follow Jesus.

Other Faiths- Islam

Muhammad:

- to recall special stories and

- to recall the story of Muhammad

-to know Muhammad preached kindness and Muhammad is important for Muslim people.

Universal Church- Neighbours

Neighbours share God's world-

-to talk about their experience and feelings about neighbours.

-to say what they wonder about neighbours, both locally and globally.

-to ask and respond to questions about their own and others' experiences and feelings about neighbours.

			<ul style="list-style-type: none"> -to recognise that everyone is our neighbour and is loved by God. - to recognise that because of their religion people act fairly towards others. - to retell special stories about Jesus and his friends. - to describe some ways in which religion is lived out by believers.
Year 2	<p>Domestic Church- Beginnings God is present in every beginning- to talk about their experience and feelings about new beginnings. - to say what they wonder about the excitement and surprise that a new start can bring. - to ask and respond to questions about their own and others' experiences about new beginnings. - to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer. to recognise and retell the story of Creation as a religious story. - will be able to recognise and describe some religious words and phrases about types of prayer. -to recognise that people are kind and loving because God made them. - to say what they wonder about the beauty around them and God creating the world.</p> <p>Other faiths -Judaism Shabbat: -to know families gather and why Saturday is God's special day. - to learn about the Shabbat blessings - to know how Shabbat ends</p> <p>Baptism/Confirmation- Signs and symbols Signs and symbols used in Baptism:</p>	<p>Local Church- Books The books used in Church: -to talk about their experience and feelings about the different books that are used at home and school. - to say what they wonder about the importance of books in their lives. - to ask and respond to questions about their own and others' experience and feelings of the different books that are used at home and school. - to ask questions about what they and others wonder about the need for books and their importance in our lives and realise that some questions are difficult to answer. -to recognise and retell some of the stories you have learnt about Jesus. -to describe how the Gospels are used by the parish family. to use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel. to give reasons for the religious actions and symbols connected with the reading of the Gospel.</p> <p>Eucharist – Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus: -to talk about their experience of receiving and giving thanks. to say what they wonder about how others feel when they are thanked. - to ask and respond to questions about how they and others feel when receiving and giving thanks.</p>	<p>Pentecost- Spread the Word A time to spread the Good News: -to talk about their own experience and feelings of both passing and receiving messages. - to say what they wonder about the importance and responsibility of passing on messages in daily life. - to ask and respond to questions about their own and others experiences and feelings of both passing and receiving messages. - to ask questions about what they and others wonder about the importance and responsibility of passing on messages in daily life. -to recognise how the Holy Spirit helps Christians in their lives. - to say about what they wonder about Jesus' new life and the coming of the Holy Spirit. - to recognise and retell the story of the Resurrection of Jesus and the coming of the Holy Spirit. - to describe ways in which Christians spread the word of the Good News of Jesus in their lives.</p> <p>Reconciliation/Anointing of the sick- Rules Reasons for rules in the Christian family: to talk about their own experience and feelings about rules in their life. -to say what they wonder about the importance of keeping rules for themselves and for others. - to ask and respond to questions about their own and others' experiences and feelings of the importance of rules.</p>

<p>-talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them.</p> <p>- to ask and respond to questions about the reasons for the importance of certain symbols in their life.</p> <p>-to ask questions about what they and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer.</p> <p>- to recognise the signs and symbols used in baptism.</p> <p>-to use some religious words and phrases used in the Sacrament of Baptism.</p> <p>- to recognise that Christians act in a particular way because they are members of the Church family.</p> <p>- to describe some ways in which Christians live as followers of the Light of Christ.</p> <p>Advent/Christmas- Preparing Preparing to celebrate Christmas: to talk about their own experience and feelings of preparing for special occasions.</p> <p>- to ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation.</p> <p>- to ask and respond to questions about they and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer.</p>	<p>- to show how feelings and beliefs affect their behaviour with regard to giving thanks.</p> <p>-to retell the story of the Last Supper.</p> <p>- to use words and phrases to describe some religious signs and symbols and the steps involved in the Eucharist (Mass) to show how Catholics give thanks to God.</p> <p>- to describe how Catholics try to live what they have experienced at Mass in their daily lives.</p> <p>- to use a developing religious vocabulary to give reasons for the religious action and symbols used in the Eucharist.</p> <p>- to give reasons why some people are an Extraordinary Minister of Holy Communion.</p> <p>Lent/Easter- Opportunities An opportunity to start a new in order to celebrate Jesus' new life: to talk about their own experience and feelings of using opportunities for good.</p> <p>- to say what they wonder about the good things that they see others doing.</p> <p>- to ask and respond to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good.</p> <p>- to ask questions about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer.</p> <p>-to recognise and retell the some of the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday.</p> <p>- to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.</p> <p>- to describe some ways in which Christians use the time of Lent, to find ways of helping others.</p>	<p>- to recognise the story of Peter asking Jesus about forgiveness as a religious story.</p> <p>- to recognise some religious words and signs that Christians use to express sorrow and forgiveness.</p> <p>- to recognise that people say sorry and ask forgiveness because they are followers of Jesus.</p> <p>- to use religious words and phrases to describe the examination of conscience.</p> <p>- to describe some aspects of the Sacrament of Reconciliation.</p> <p>- to describe how Christians try to practise Jesus' commandment of love, peace and reconciliation</p> <p>Other Faiths- Islam Prayer at home: -to think about quiet times and Muslims pray at home</p> <p>- to learn about Muslims homes.</p> <p>-to learn about Muslim families</p> <p>Universal Church- Treasures God's treasure: the world: -to talk about their own experience and feelings about the treasures they see or have.</p> <p>- to say what they wonder about the treasures they see or have.</p> <p>- to ask and respond to questions about their own and others' experiences of and feelings about what we treasure.</p> <p>- to ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.</p> <p>-to retell special stories about creation and treasuring our world.</p> <p>- to describe some ways in which religion is lived</p>
---	---	---

			<p>out by believers in terms of treasuring God's world.</p> <ul style="list-style-type: none"> - to make links between religious stories about creation and treasuring our world and beliefs. - to give reasons for certain actions by believers in relation to treasuring God's world.
Year 3	<p>Domestic Church- Homes God's dream for every family:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences and feelings about homes. -to ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. -to retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family. - to describe some ways Christians live as people chosen by God. - to ask questions about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer. <p>Other faiths -Judaism Places for worship – the synagogue:</p> <ul style="list-style-type: none"> -to understand there are special places: the synagogue. -to learn about the inside the synagogue. -to know the synagogue is a community centre and respect for the importance of the synagogue. <p>Baptism/Confirmation- Promises The meaning of the commitment and promises made at Baptism:</p> <ul style="list-style-type: none"> -to ask and respond to questions about promises. - to ask questions about what they and others wonder about why people make promises. -to begin to make links between their actions and the promises made. able to retell the story of the Baptism of Jesus. 	<p>Local Church- Journeys Christian family's journey with Jesus:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season. - able to ask questions about what they and others wonder about how we help one another on the journey through the year. - to make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. - to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used. -to retell some of the stories of the Mysteries of the Rosary or the special feasts of the year. - to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days. - to describe how some prayer leads to good actions. - to begin to make links between some scripture and what Christians believe. - to use a developing religious vocabulary to begin to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used. <p>Eucharist – Listening and sharing Listening to the Word of God and sharing Holy Communion:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing. 	<p>Pentecost- Energy Gifts of the Holy Spirit:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. - to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. - to compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire. - to retell the story of the Ascension and the coming of the Holy Spirit at Pentecost. - to use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. - to describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit. -to begin to make links between the Pentecost story and Christian belief in the power of the Holy Spirit. - to give reasons for the love Christians show because they are inspired by the Holy Spirit. <p>Reconciliation/Anointing of the sick- Choices The importance of conscience in making choices:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences of making choices. -to ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. -to begin to make links to show how feelings and

<p>- to describe the actions and symbols used at Baptism.</p> <p>-to use a developing religious vocabulary to give reasons for the actions and symbols used at Baptism.</p> <p>- to give reasons for the promises made at Baptism.</p> <p>- to give reasons how and why Christians live as followers of the Light of Christ.</p> <p>Advent/Christmas- Visitors Advent: waiting for the coming of Jesus: -to ask and respond to questions about their own and others' experiences and feelings about visitors.</p> <p>- to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer.</p> <p>to retell the stories of the events surrounding the birth of Jesus.</p> <p>Some children will be able to describe how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.</p> <p>- to begin to make links between the Scripture they have explored and Advent as a season of getting ready for the coming of Jesus.</p> <p>- to give reasons for some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus.</p>	<p>- to ask questions about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.</p> <p>-to being to make links to show how feelings and beliefs affect their own and others' desire to listen and to share.</p> <p>-to begin to compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.</p> <p>-to use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist.</p> <p>- to describe some ways in which Christians share God's love with others.</p> <p>-to being to use a developing religious vocabulary to give reasons for specific actions and words used during the celebration of the Eucharist.</p> <p>- to give reasons why Christians want to share the Good News of Jesus.</p> <p>Lent/Easter- Giving All Lent a time to remember Jesus' total giving: - to ask and respond to questions of their own and others' experience and feelings of how people give themselves for others.</p> <p>-to ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer.</p> <p>-to begin to make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves.</p> <p>-to retell some of the stories of Holy Week and the Resurrection.</p> <p>- to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.</p> <p>- to describe some ways in which Christians use the time of Lent to give to others.</p>	<p>beliefs affect their and others' decisions about choices and their consequences.</p> <p>- to compare their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.</p> <p>-to retell the stories of the Two Sons and the Prodigal Son.</p> <p>-to use religious words and phrases to describe saying sorry and asking for forgiveness.</p> <p>- to describe the Sacrament of Reconciliation.</p> <p>- to describe a simple Examination of Conscience and to write or say a sorry prayer.</p> <p>- to describe some ways in which followers of Jesus live.</p> <p>- to begin to make links between religious stories and the belief in a loving and forgiving God.</p> <p>Some children will be able to use a developing religious vocabulary to begin to give reasons for what happens in the Sacrament of Reconciliation.</p> <p>- to begin to give reasons why particular Christians make good choices and follow Jesus.</p> <p>Other Faiths- Islam Places for worship – the mosque: -to know special buildings and going to the mosque.</p> <p>- to learn about inside the mosque.</p> <p>- to learn about the activities at the mosque and respect for the importance of the mosque.</p> <p>Universal Church- Special Places Special places for Jesus and the Christian community</p> <p>-t o ask and respond to questions about their own and others' experiences of and feelings about special places.</p> <p>- to ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer.</p> <p>- to make links to show how feelings and beliefs</p>
---	--	---

		<ul style="list-style-type: none"> -to begin to make links between the scripture and what Christians believe about how they should act. -to begin to give reasons given by Christians for being kind and generous, especially during Lent. 	<p>about special places affect their behaviour and that of others.</p> <ul style="list-style-type: none"> - to compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special. -to retell the stories about special places for Jesus. - to describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship. - to use a developing religious vocabulary to give reasons why Christians go on pilgrimage. - to give reasons why Christians should care about the world.
Year 4	<p>Domestic Church- People The family of God in Scripture:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. - to ask questions about what they and others wonder about family trees. - to compare their own and others' ideas about the questions that family trees raise and are difficult to answer. - to retell some of the stories from scripture about Jesus' family. - to describe some ways in which characters in the Bible lived out their lives. - to make links between these stories and what people believe about God and Jesus. - to give reasons for certain actions by believers such as Ruth. - to describe and show understanding of the roots of Jesus' human family. - to describe and show understanding of what Christians believe about how God leads and guides people. <p>Other faiths -Judaism Holy books – the Torah -to learn about important books</p>	<p>Local Church- Community Life in the local Christian community: ministries in the parish:</p> <p>to ask and respond to questions about their own and others' experiences of being part of a community.</p> <ul style="list-style-type: none"> - to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. - to make links to show how feelings and beliefs affect their commitment to community and to retell the story of the call of the apostles. - to describe some of the advice St. Paul gives us about being loving members of a community. - to use religious words and phrases to describe the actions and symbols within a funeral Mass. - to describe some ways in which some people serve their parish community. - to make links between the call of the apostles and God's call to people to serve him today. -to use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass. - to give reasons why people give service to the parish community through various ministries. hat of others. 	<p>Pentecost- New Life To hear & live the Easter message:</p> <ul style="list-style-type: none"> -to ask and respond to questions about their own and others' experiences of good news bringing life. - to ask questions about what they and others wonder about how good news brings life and happiness. - to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. -to compare their own and other people's ideas about how good news brings life. -to retell some special stories about the religious events and people connected with Pentecost. - to use religious words and phrases to describe the events of Pentecost. - to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit. - to give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. - to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit. <p>Other Faiths- Islam</p>

- to learn about the Torah.
- to understand the synagogue is a community centre.

Reconciliation and Sacramental Preparation

Admitting wrong, being reconciled with God and one another:

- to ask and respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship.
- to ask questions about what they and other wonder about how friendships may be restored.
- to make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship.
- to compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer.
- to use religious words and phrases to give reasons for some religious actions and symbols used in the Sacrament of Reconciliation.
- to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others.
- to give reasons why believers ask forgiveness of others and forgive those who have hurt them.

Advent/Christmas- Gift

God's gift of love & friendship in Jesus:

- to ask and respond to questions about what is important in friendship.
- to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer.
- to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship.

Eucharist – Celebrating The Mass - What do Catholics Do?

Living in communion:

- to ask and respond to their own and others' experiences and feelings about giving and receiving.
- to describe what happens during the different parts of the Mass
- describe what a person might do if they follow Jesus' advice.
- to describe ways in which peace is lived out by believers.
- to make links between scripture and an understanding of the Eucharist.
- to use a developing religious vocabulary to give reasons for religious actions and symbols used in the celebration of the Eucharist.
- to give reasons why Christians attend the celebration of the Eucharist.

Lent/Easter- Self Discipline

The family of God in Scripture:

- to ask and respond to questions about their own and others' experiences of being self-disciplined.
- to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer.
- to make links to show how feeling and beliefs affect their self-discipline and that of others.
- to compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer.
- to retell some of the religious stories of Holy Thursday, Good Friday and Easter.
- to use religious vocabulary to describe some religious actions and symbols of Lent and Holy Week.
- to describe some ways in which Christians try to

Holy books – the Qur'an:

- to think about important books
- to understand the importance of the Qur'an
- to understand the 99 beautiful names for Allah and the Qur'an guides the lives of Muslims.

Baptism/Confirmation- Called

Confirmation: a call to witness:

- to ask and respond to questions about being chosen.
- to ask questions about what they and others wonder about the reason for responses to being chosen.
- to make links to show how feelings and beliefs can affect the responses they might make to being chosen.
- to retell some special stories about religious events and people such as David and/ or the call of the apostles.
- to use religious words and phrases to describe what it means to be called.
- to describe some ways in which people are called to live a Christian life.
- to make links between scripture and the call to holiness.
- to use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation.
- to give reasons why and how Christians respond to God 's call.

Universal Church- God's people

Different saints show people what God is like:

- to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things.
- to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are

	<ul style="list-style-type: none"> - to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer. -to retell the story of the birth of Jesus and the visit of the Wise Men. - to use religious words and phrases to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. - to make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah. -to use a developing religious vocabulary to give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas. 	<p>be self-disciplined in Lent.</p> <ul style="list-style-type: none"> - to make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. - to use a developing religious vocabulary to give reasons for religious actions and symbols connected to Lent and Holy Week. - to give reasons why Christians try to be self-disciplined in Lent. 	<p>difficult to answer.</p> <ul style="list-style-type: none"> - to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples. - to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. - to show how their own and others' decisions about actions in life are informed by beliefs and values. -to retell some special stories about religious events and people who show what God is like. - to describe some ways in which religion is lived out by different saints. - to give reasons for certain actions by those people they have studied. - to make links between scripture and the action and beliefs of followers of God's way. - to show understanding of how religious belief has shaped the way some people live out their lives. - to describe and show an understanding of scripture, beliefs, ideas, feelings and experience, making links between them.
Year 5	<p>Domestic Church- Ourselves Created in the image and likeness of God:</p> <ul style="list-style-type: none"> -to make links between their beliefs about talents and qualities and how they use them and how it affects others. - to compare their own and other people's ideas about questions of talents and qualities. -to begin to show understanding of how beliefs and values affect our love and care of each other. -to make links between the words of Paul and the Christian's belief in peace. - to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. - to begin to show understanding of how the call to be holy shapes life. 	<p>Local Church- Mission Continuing Jesus' mission in diocese (ecumenism):</p> <ul style="list-style-type: none"> -to make links to show how inspirational leaders affect their behaviour and that of others. - to compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer. -to to begin to show and understanding of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. -to make links between how Jesus undertook his mission to share the Good News and how each diocese continues that mission and work today. - to give reasons why people carry out Jesus' mission 	<p>Pentecost- Transformation Celebration of the Spirit's transforming power:</p> <ul style="list-style-type: none"> to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. - to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses. -to begin to show understanding of how their own and others' decisions about the use of transforming energy are informed by belief and values. -to give reasons for the actions of Cleopas on the road to Emmaus. - to use a developing religious vocabulary to give reasons for religious actions and symbols connected with Pentecost.

Other faiths -Judaism

Beliefs and festivals – Pesach:

- to think about that there are times for remembering and the story of the Exodus.
- to learn about the celebration of Passover/Pesach.
- to understand belief in one God: the Shema, God cares his people.

Baptism/Confirmation- Life Choices

Marriage, commitment and service:

- to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other.
- to compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer.
- to begin to engage with and respond to questions of life, particularly in relationships.
- to use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of Marriage.
- to give reasons for the love and service shown by Christians.
- to make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.
- to use religious terms to begin to show an understanding of the marriage liturgy and the Promises made.
- to show understanding of how religious belief shapes the lives of married people.
- to begin to show understanding of how religious belief shapes the lives of those who are involved in the community as volunteers.

Advent/Christmas- Hope

Advent; waiting in joyful hope for Jesus; the promised one:

- in different ways through what they say and do.
- to describe and begin to show they understand how dioceses and different Christian communities continue to carry out the work and mission of Jesus.
 - to begin to be able to show they understand why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.
 - to begin to be able to engage and respond to questions of how religious teaching affects life and work within a community and diocese.

Eucharist – Memorial Sacrifice

The Eucharist; the living memorial of Jesus:

- to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer.
- to make links to show how feelings and beliefs about memories affect their own behaviour and that of others.
- to begin to show understanding of how their own and others' decisions about memories are informed by beliefs and values.
- to make links between the Passover in Exodus, the Last Supper and belief in the Eucharist.
- to use a developing religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist.
- to give reasons for why believers follow the example of Jesus in his life of sacrifice.
- to begin to describe and show understanding of scripture, symbols, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.
- to begin to show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians.
- to begin to engage with and respond to questions of life choices in the light of religious teaching about

- to give reasons for certain actions of Christians inspired by the Holy Spirit.
- to make links between scripture and God's gift of the Holy Spirit and forgiveness.
- to begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.
- to show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.
- to engage with and respond to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life.

Reconciliation- Freedom and Responsibility

Commandments enable Christians to be free and responsible:

- to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others.
- to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.
- to begin to show how their own and others' decisions about freedom and responsibility are informed by beliefs and values.
- to make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings.
- to give reasons why believers choose to live by God's laws.
- to make links to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others.
- to begin to engage and respond to questions of life in the light of religious teaching on the freedom and

<ul style="list-style-type: none"> -to make links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping. - to compare their own and other people's ideas about questions concerning waiting and hoping and how these questions are difficult to answer. - to begin to show understanding of how their own and others' decisions about how they wait and hope are informed by beliefs and values. -to begin to engage with and respond to questions of waiting and hoping in the light of religious teaching. -to make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming. - to use developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent. - will be able to give reasons why Christians show love and service as they wait hopefully for the coming of Christ. - to describe, begin to show understanding and make links between scripture texts and belief in the coming of Jesus at Christmas and at the end of time. -to begin to show understanding of how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others. -to begin to show how their own and others' decisions to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come. -to begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching. 	<p>sacrifice.</p> <p>Lent/Easter- Sacrifice</p> <p>Lent, a time of giving in order to celebrate the sacrifice of Jesus:</p> <p>to make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving.</p> <ul style="list-style-type: none"> - to compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer. -to begin to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values. <p>to make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.</p> <ul style="list-style-type: none"> - to use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil. - to give reasons why Christians make sacrifices during Lent. -to begin to describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them. - to use religious terms to show an understanding of the different liturgies of Holy Week and the Easter vigil. -to begin to show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives. -to begin to engage with and respond to questions about sacrifice in the light of religious teaching. 	<p>responsibility given to us by God through his laws.</p> <ul style="list-style-type: none"> -to begin to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others. -to begin to show understanding of how religious belief in the freedom and responsibility of living by God's law shapes our lives. <p>Other Faiths- Islam</p> <p>Beliefs/ festivals – Ramadan and pilgrimage</p> <ul style="list-style-type: none"> -to reflect on special times -to learn Ramadan and Eid-ul-Fitr are special times for Muslims -to learn about the pilgrimage to Makkah. <p>Universal Church- Stewardship</p> <p>The Church is called to stewardship of Creation:</p> <ul style="list-style-type: none"> -to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. - to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. - to show how their own and others' decisions about how they care for the earth are informed by beliefs and values. -to give reasons why Christians are concerned about the stewardship of creation. - to make links between scripture and the belief of caring for creation. - to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. - to show understanding of how religious belief shapes life in relation to stewardship of creation. - to engage with and respond to questions of about care of creation in the light of religious teaching.
--	--	--

<p>Year 6</p>	<p>Domestic Church- Loving God who never stops loving: - to make links between their beliefs about love, their behaviour and how it affects others. - to compare their own and other people's ideas about questions of unconditional love. - to show understanding of how beliefs and values affect our love and care of each other. to make links between the story of the prodigal son and the Christian's belief in God's forgiveness. - to give reasons for a Christian's love and care. - to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them. - to show understanding of how religious belief in God's unconditional love shapes life. - to engage with and respond to questions about loving, in the light of religious teaching.</p> <p>Other faiths -Judaism Belonging and values – Rosh Hashanah, Yom Kippur: - to discuss making a new start - to learn Rosh Hashanah is an important new start for Jews - to understand Yom Kippur is a day of atonement</p> <p>Baptism/Confirmation- Vocation and Commitment The vocation of priesthood and religious life: - to make links to show how feelings and beliefs affect behaviour in relation to commitment. - to compare their own and other people's ideas concerning the questions raised about what it means to be committed. - to compare their own and other people's ideas</p>	<p>Local Church- Sources The Bible, the special book for the Church: - to compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. - to show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read. - to make links between scripture and Christian beliefs. Some children will be able to give reasons for when and how Christians use the Bible. - to describe and show an understanding of the Bible, the beliefs, ideas, feelings and experiences of the Christian and make links between them. - to show understanding of how the Bible shapes the lives of Christians. - to engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching.</p> <p>Eucharist – Unity Eucharist enables people to live in communion: - to make links to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others. - to ask and respond to questions about their own and others' experiences and feelings about friendship and unity. - to compare their own and other people's ideas about questions concerning friendship which are difficult to answer. - show understanding of how their own and others' decisions about friendships are informed by beliefs and values. - to make links between scripture and the Eucharist. - to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.</p>	<p>Pentecost- Witnesses The Holy Spirit enables people to become witnesses: - to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. - to compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness. - to show how their own and others' decisions about witnessing are informed by beliefs and values. - to make links between Scripture and belief in the power of the Holy Spirit. - to give reasons for the witness to Jesus Christ by believers. - to show how understanding of belief in the power of the Holy Spirit shapes lives. - to describe and show understanding of Scripture, beliefs, ideas, feelings: and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.</p> <p>Reconciliation/Anointing of the sick- Healing Sacrament of the Anointing of the Sick: - to make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others. - to compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer. - to show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values. - to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them. - to use religious terms to - of the different liturgies connected to the sacraments offered to the sick</p>
---------------	--	---	---

concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer.

- to show how their own and others' commitment to service and care of others are influenced by beliefs and values.
- to use developing religious vocabulary, to give reasons for the signs and symbols used in the Sacrament of Holy Orders.
- to give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life.
- to use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession.
- to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.
- to engage and respond to questions of life in the light of religious teaching.

Advent/Christmas- Expectations

Jesus, born to show God to the world:

- to make links to show how feelings and beliefs about expectations affect their behaviour and that of others.
- to compare their own and other peoples' ideas about questions about expectation that are difficult to answer.
- to show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values.
- to engage with and respond to questions about expectation in the light of religious teaching.
- to make links between scripture of religious belief in Advent as a time of joyful expectation.
- to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas.

- to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'.
- to show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings.
- to use religious terms to show an understanding of different aspects of the Eucharist.
- to show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.

Lent/Easter- Death and New life

Celebrating Jesus' death and resurrection:

- to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others.
- to compare their own and other people's ideas about questions concerning loss and death which are difficult to answer.
- to show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.
- to make links between Scripture and belief in the Resurrection of Jesus.
- to use a developing vocabulary to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.
- to give reasons for certain actions by believers during Lent.
- to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.
- to use a variety of religious terms accurately to show an understanding of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night.
- to show understanding of how religious belief in

and dying.

- able to show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.
- to engage and respond to questions of the experience of sickness and healing in the light of religious teaching.

Other Faiths- Islam

Belonging/values – guidance for Muslims:

- to discuss guidance in life and the five pillars of Islam.
- to understand Zaka, giving to the poo, it important in the Muslim faith.
- to understand Muslims see the natural world as a sign of Allah who created it

Universal Church- Common Good

Work of Christians for the good of all:

- to make links to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.
- to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.
- to show how their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values.
- to explain what beliefs and values inspire and influence them and others to act justly and fairly.
- to make links between Micah, Matthew 25, the Beatitudes and beliefs.
- to give reasons for certain actions by believers in working for justice and the common good.
- to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.

	<ul style="list-style-type: none"> - to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them. - to show understanding of how religious belief in Advent as a time of joyful expectation shapes lives. 	<p>death and new life shapes life.</p> <ul style="list-style-type: none"> - to engage with and respond to questions about death and new life in the light of religious teaching. 	<ul style="list-style-type: none"> - to show understanding of how religious belief in justice and the common good of all shapes life. - to engage with and respond to big questions around justice and the common good, in the light of religious teaching on the common good of all. - to identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise. - to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.
--	--	---	--