

**RE Progression: EYFS to KS3**

**Application of RE skills and processes:**

- ❖ Increasing understanding of beliefs and values.
- ❖ Developing knowledge and understanding
- ❖ Increasing religious and specialist vocabulary
- ❖ Identify meaning and purpose

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DOMESTIC CHURCH</b>							
<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture,</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Recognise religious stories</li> <li>• Use religious words and phrases</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe some religious beliefs</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Use an increasing range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God</li> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and worship</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral value</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of 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<p>colour, design, texture, form and function to express religious stories.</p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Share religious stories they have heard with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>form and function to express religious stories.</p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> </ul>					<ul style="list-style-type: none"> <li>• Express a point of view and give reasons for it</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
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## BAPTISM CONFIRMATION

- Listen to and talk about religious stories and respond to what they hear with relevant comments.
- Share religious stories they have heard with others.
- Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
- Decode key religious words appropriate to their age and stage of development.
- Use key religious words appropriate to their age and stage of development.
- Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy and share the same feelings and are sensitive to this.
- Show sensitivity to others' needs and feelings.
- Talk about how they and others show feelings.
- Confidently speak in a familiar group and talk about their ideas.
- Express themselves effectively, showing awareness of listeners' needs.

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- Confidently speak in a familiar group and talk about their ideas.
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- Give their attention to what others say and respond appropriately.
- Talk about their own and others' behaviour and its consequences.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy and share the same feelings and are sensitive to this.
- Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.
- Listen, talk about and role play how people behave in the local, national and universal church community.
- Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.

- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them
- Recognise religious stories
- Recognise religious beliefs
- Recognise key people in the local, national and universal Church
- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- Recognise that people act in a particular way because of their beliefs
- Use religious words and phrases

- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them
- Describe some religious beliefs
- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
- Use religious words and phrases

- Begin to use a given source to support a point of view
- Express a point of view
- Express a preference
- Describe, with increasing detail and accuracy the life and work of some key figures in the history of the People of God
- Describe, with increasing detail and accuracy some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Make links between beliefs and worship, giving reasons for actions and symbols
- Use an increasing range of religious words and phrases
- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
- Make links to show how feelings and beliefs affect their behaviour and that of others

- Use a given source to support a point of view
- Express a point of view
- Express a preference
- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God
- Describe, with increasing detail and accuracy a range of religious beliefs
- Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Make links between beliefs and life, giving reasons for actions and choices
- Make links between beliefs and sources, giving reasons for beliefs
- Make links between beliefs and worship, giving reasons for actions and symbols
- Use a range of religious words and phrases
- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose

- Use some sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements
- Recognise difference, comparing and contrasting different points of view.
- Show knowledge and understanding of a range of religious beliefs
- Show knowledge and understanding of the life and work of some key figures in the history of the People of God
- Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs
- Show knowledge and understanding of some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.
- Use some religious vocabulary widely, accurately and appropriately
- Show understanding of, by making links between beliefs and life
- Show understanding of how own and other's decisions are informed by beliefs and moral values

- Use some sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements
- Recognise difference, comparing and contrasting different points of view.
- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- Show knowledge and understanding of a range of religious beliefs
- Show knowledge and understanding of what it means to belong to a church community
- Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs
- Show knowledge and understanding of the life and work of key figures in the history of the People of God
- Show understanding of, by making links between beliefs and sources
- Show understanding of, by making links between beliefs and worship

<ul style="list-style-type: none"> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>	<ul style="list-style-type: none"> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>				<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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**ADVENT CHRISTMAS**

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of 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own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe some religious beliefs</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a given source to support a point of view</li> <li>• 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<ul style="list-style-type: none"> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Share religious stories they have heard with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> </ul>	<p>and things that matter to them</p> <ul style="list-style-type: none"> <li>• Use religious words and phrases</li> </ul>	<p>recognize that some questions are difficult to answer</p> <ul style="list-style-type: none"> <li>• Use religious words and phrases</li> </ul>	<p>reasons for actions and choices</p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<p>range of religious beliefs</p> <ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of the life and work of key figures in the history of the People of God</li> <li>• Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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	<ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>						
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**LOCAL CHURCH COMMUNITY**

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>• Listen to and talk about religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>• Listen, talk about and role play how people behave in the local,</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Recognise religious stories</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Use religious words and phrases</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Describe some religious beliefs</li> <li>• Describe different roles of some people in the local, national and universal Church</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Describe, with increasing detail and accuracy some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy the life and work of some key figures in the history of the People of God</li> <li>• Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs</li> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God</li> <li>• Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church</li> <li>• Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of the life and work of some key figures in the history of the People of God</li> <li>• Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of what it means to belong to a church community</li> <li>• Show knowledge and understanding of some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Express a point of view and give reasons for it</li> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of: <ul style="list-style-type: none"> <li>• the life and work of key figures in the history of the People of God</li> <li>• Show knowledge and understanding of: <ul style="list-style-type: none"> <li>• those actions of believers which arise as a consequence of their beliefs</li> <li>• Show understanding of, by making links between: <ul style="list-style-type: none"> <li>• beliefs and sources</li> </ul> </li> </ul> </li> <li>• Show understanding of, by making links between: <ul style="list-style-type: none"> <li>• beliefs and life</li> </ul> </li> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Use sources to support a point of view</li> </ul> </li> </ul>
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<p>and respond to what they hear with relevant comments.</p> <ul style="list-style-type: none"> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Share religious stories they have heard with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>national and universal church community.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>		<ul style="list-style-type: none"> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Use an increasing range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Use a range of religious words and phrases</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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## EUCHARIST RELATING

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen, talk about and role play how people behave in the local, national and universal church community.</li> <li>• Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>• Listen, talk about and role play how people behave in the local, national and universal church community.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Recognise religious stories</li> <li>• Recognise religious beliefs</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Use religious words and phrases</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe some religious beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy different roles of some people in the local, national and universal Church</li> <li>• Describe, with increasing detail and accuracy some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Use an increasing range of religious words and phrases</li> <li>• Begin to use a given source to support a point of view</li> <li>• Ask and respond to questions about their</li> </ul>	<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church</li> <li>• Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Describe, with increasing detail and accuracy a range of religious beliefs</li> <li>• Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs</li> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Express a point of view and give reasons for it</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of the life and work of some key figures in the history of the People of God</li> <li>• Show knowledge and understanding of some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Show knowledge and understanding of what it means to belong to a church community</li> <li>• Show understanding of, by making links between beliefs and sources</li> </ul>	<ul style="list-style-type: none"> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Show knowledge and understanding of the life and work of key figures in the history of the People of God</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Show understanding of, by making links between beliefs and worship</li> </ul>
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<ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>			<p>own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</p>	<ul style="list-style-type: none"> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and worship</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Express a point of view and give reasons for it</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Arrive at judgements</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Use sources to support a point of view</li> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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**LENT/EASTER GIVING**

- Show sensitivity to others' needs and feelings.
- Talk about how they and others show feelings.
- Confidently speak in a familiar group and talk about their ideas.
- Express themselves effectively, showing awareness of listeners' needs.
- Give their attention to what others say and respond appropriately.
- Talk about their own and others' behaviour and its consequences.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy and share the same feelings and are sensitive to this.
- Listen to and talk about religious stories and respond to what they hear with relevant comments.
- Sing songs, make music and dance to express religious stories.
- Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.
- Represent their own ideas, thoughts and feelings about religious

- Show sensitivity to others' needs and feelings.
- Talk about how they and others show feelings.
- Confidently speak in a familiar group and talk about their ideas.
- Express themselves effectively, showing awareness of listeners' needs.
- Give their attention to what others say and respond appropriately.
- Talk about their own and others' behaviour and its consequences.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy and share the same feelings and are sensitive to this.
- Write simple sentences about religious stories using phrases or words which can be read by themselves and others.
- Listen, talk about and role play how people act in a particular way because of their beliefs.
- Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.
- Listen, talk about and role play how people behave in the local,

- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them
- Recognise religious beliefs
- Recognise that people act in a particular way because of their beliefs
- Recognise key people in the local, national and universal Church
- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- Recognise religious stories
- Recognise key figures in the history of the People of God
- Use religious words and phrases

- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them
- Retell, in any form, a narrative that corresponds to the scripture source used
- Describe some religious beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
- Describe the life and work of some key figures in the history of the People of God
- Describe different roles of some people in the local, national and universal Church
- Use religious words and phrases

- Begin to use a given source to support a point of view
- Express a point of view
- Describe, with increasing detail and accuracy some religious beliefs
- Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs
- Describe, with increasing detail and accuracy some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Describe, with increasing detail and accuracy different roles of some people in the local, national and universal Church
- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Make links between beliefs and worship, giving reasons for actions and symbols
- Make links between beliefs and sources, giving reasons for beliefs
- Make links between beliefs and life, giving reasons for actions and choices

- Make links to show how feelings and beliefs affect their behaviour and that of others
- Express a point of view
- Express a preference
- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy a range of religious beliefs
- Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs
- Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church
- Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God
- Make links between beliefs and sources, giving reasons for beliefs

- Show understanding of how own and other's decisions are informed by beliefs and moral values
- Use some sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements
- Recognise difference, comparing and contrasting different points of view.
- Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.
- Show knowledge and understanding of a range of religious beliefs
- Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs
- Show knowledge and understanding of some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Show knowledge and understanding of the life and work of some key figures in the history of the People of God
- Show understanding of, by making links between beliefs and life

- Show understanding of how own and other's decisions are informed by beliefs and moral values
- Express a point of view and give reasons for it
- Recognise difference, comparing and contrasting different points of view.
- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- Show knowledge and understanding of a range of religious beliefs
- Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Show knowledge and understanding of the life and work of key figures in the history of the People of God
- Show understanding of, by making links between beliefs and worship
- Show understanding of, by making links between beliefs and life
- Show understanding of, by making links between beliefs and sources
- Use religious vocabulary widely,

<p>stories through design and technology, art, music, dance and role play.</p> <ul style="list-style-type: none"> <li>• Share religious stories they have heard with others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>national and universal church community.</p> <ul style="list-style-type: none"> <li>• Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age</li> </ul>			<ul style="list-style-type: none"> <li>• Use an increasing range of religious words and phrases</li> <li>• Express a preference</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<p>accurately and appropriately</p> <ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> <li>• Arrive at judgements</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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	and stage of development. <ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>						
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**PENTECOST SERVING**

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture,</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture,</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise religious stories</li> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Describe some religious beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy different roles of some people in the local, national and universal Church</li> </ul>	<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy a range of religious beliefs</li> <li>• Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God</li> <li>• different roles of people in the local, national and universal</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of:</li> <li>• a range of religious beliefs</li> <li>• some actions of believers which arise as a consequence of their beliefs</li> <li>• the life and work of some key figures in the history of the People of God</li> <li>• Show understanding of, by making links between:</li> <li>• beliefs and sources</li> <li>• beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of the life and work of key figures in the history of the People of God</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and worship</li> <li>• Show understanding of, by making links</li> 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<p>form and function to express religious stories.</p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Share religious stories they have heard with others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>form and function to express religious stories.</p> <ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>			<ul style="list-style-type: none"> <li>• Use an increasing range of religious words and phrases</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<p>relation to questions of meaning and purpose</p> <ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<p>between beliefs and life</p> <ul style="list-style-type: none"> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Uses of sources as evidence – to support a point of view</li> </ul>
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**RCONCILIATION INTER RELATING**

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that</li> </ul>	<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their own and others responses about the area of study.</li> <li>• Show knowledge and understanding of a</li> </ul>
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<ul style="list-style-type: none"> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about their own and others' behaviour and its consequences.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> </ul>	<p>questions are difficult to answer</p> <ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise religious stories</li> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Use religious words and phrases</li> </ul>	<p>some questions are difficult to answer</p> <ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Describe some religious beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Use an increasing range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and</li> </ul>	<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy a range of religious beliefs</li> <li>• Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church</li> <li>• Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Make links between beliefs and worship, giving reasons for actions and symbols</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of the life and work of some key figures in the history of the People of God</li> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions</li> </ul>	<p>range of scripture passages that corresponds to the scripture source used.</p> <ul style="list-style-type: none"> <li>• Show knowledge and understanding of the life and work of key figures in the history of the People of God</li> <li>• Show knowledge and understanding of what it means to belong to a church community, religious symbols and the steps involved in religious actions and worship</li> <li>• Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>• Show knowledge and understanding of what it means to belong to a church community</li> <li>• Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of, by making links between beliefs and worship</li> <li>• Show understanding of, by making links</li> </ul>
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<ul style="list-style-type: none"> <li>• Share religious stories they have heard with others.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>			<p>feelings about each of the areas of study, in relation to questions of meaning and purpose</p>	<ul style="list-style-type: none"> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<p>of meaning and purpose</p> <ul style="list-style-type: none"> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<p>between beliefs and life</p> <ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Uses of sources as evidence – to support a point of view</li> </ul>
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**UNIVERSAL CHURCH WORLD**

<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others' needs and feelings.</li> <li>• Talk about how they and others show feelings.</li> <li>• Confidently speak in a familiar group and talk about their ideas.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Give their attention to what others say and respond appropriately.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy and share the</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Recognise religious stories</li> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Describe some religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>• Begin to use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• Describe, with increasing detail and accuracy some religious beliefs</li> <li>• Describe, with increasing detail and accuracy some</li> </ul>	<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> <li>• Describe, with increasing detail and accuracy a range of religious beliefs</li> <li>• Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs</li> <li>• Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God</li> </ul>	<ul style="list-style-type: none"> <li>• Use some sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of some scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> <li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>• Show knowledge and understanding of a range of religious beliefs</li> <li>• Show knowledge and understanding of those actions of</li> </ul>
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<p>same feelings and are sensitive to this.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Share religious stories they have heard with others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>same feelings and are sensitive to this.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Sing songs, make music and dance to express religious stories.</li> <li>• Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Share religious stories they have heard with others.</li> <li>• Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>• Decode key religious words appropriate to their age and stage of development.</li> <li>• Use key religious words appropriate to their age and stage of development.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<p>particular way because of their beliefs</p> <ul style="list-style-type: none"> <li>• Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Use religious words and phrases</li> </ul>	<p>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</p> <ul style="list-style-type: none"> <li>• Describe, with increasing detail and accuracy some actions of believers which arise as a consequence of their beliefs</li> <li>• Use an increasing range of religious words and phrases</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church</li> <li>• Make links between beliefs and sources, giving reasons for beliefs</li> <li>• Make links between beliefs and life, giving reasons for actions and choices</li> <li>• Use a range of religious words and phrases</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<p>some actions of believers which arise as a consequence of their beliefs</p> <ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use some religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<p>believers which arise as a consequence of their beliefs</p> <ul style="list-style-type: none"> <li>• Show understanding of, by making links between beliefs and sources</li> <li>• Show understanding of, by making links between beliefs and life</li> <li>• Use religious vocabulary widely, accurately and appropriately</li> <li>• Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
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**Key Vocabulary**

<p>God, love, precious, loving parent, prayer family, priest, white garment, godparents, font birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar welcome, 'The Lord be with you.. blessing, bless Grow, spring, different, lent, Good Friday, cross, Easter Sunday Good News, tell, Pentecost, promise, Holy Spirit, alleluia, litany friend, happy, sad, love, make up, kind, gentle, loving, sorry, forgive, change world, wonder, wonderful, care, love, share, work/play together</p>	<p>God, love, precious, loving parent, prayer welcome, welcomed, belong, school, class, Baptism, baptise, water, candle, In the name of ... birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib, shepherds, wise men Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar, Temple, parish welcome, 'The Lord be with you.. blessing, bless, Mass Grow, spring, different, lent, Good Friday, cross, Easter Sunday Good News, tell, Pentecost, promise, Holy Spirit, alleluia, litany friend, happy, sad, love, make up, kind, gentle, loving, sorry, forgive, change, rule, understanding, new start, friendship, forgive, change world, wonder, wonderful, care, love, share, work/play together</p>	<p>Family, belong, God, love, care, different, God's children, psalm, family of God, response Sign of the Cross, belong, belonging friends, sacrament, invitation, welcome, Baptism, godparents, font, sign waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath welcomers, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, special ministers, readers, choir, cleaners, priest, collectors, musicians family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion Offertory, Litany, Chalice. change, seasons, spring growth, Lent, Ash Wednesday, Good Friday, Easter Sunday, Alleluia, Cross, Resurrection holiday, holyday, Apostles, help, Pentecost, promise, Holy Spirit, guide, Resurrection, alleluia choice, happy, sad, disappointed, sorry, forgive rules, wrong, right, feeling, love neighbour, love, world, Fairtrade, global, family, psalm, share</p>	<p>beginning, new start, family, friend, creation, psalm, litany garment, Easter candle, font, chrism, Good News sign, symbols preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation books, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal, Church, parish family thank you, thanksgiving, thoughtful, eucharist, eucharistic prayer opportunities, Ash Wednesday, Lent, prayer sharing, giving, Cross, crucifix, Easter candle Easter new life message, risen, resurrection, Holy Spirit ascension, witnesses, blessing Pentecost, promise, Good News Holy Spirit rules, care, safe, sorry, forgive, right, wrong make up, choices, sin, consequences examination of conscience treasure, gift, care, love, protect, respect, preserve creation, precious</p>	<p>home, love, family, difference, respect, joys, sorrows, community, family Promises, rules, actions, symbols, rite, Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity Joys, demands, visitors, Isaiah, Messiah, Advent, Annunciation, The Visitation, Magnificat, Joyful Mysteries, Nativity calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo self giving, courage, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter – new life, Resurrection, Sorrowful Mysteries fire, warmth, wind, power energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost Reconciliation, Confession, conscience, sorrow, penance, sin, choice, consequences, repentance, penitent, absolution special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth</p>	<p>Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called gift, friendship, loyalty, commitment, rejoice, peace, God's plan community, commitment, responsibility, Parish, laity, ministries, Extraordinary Ministers, pastoral areas, Service, Funeral rites, pastoral area, deanery Communion, community, giving, receiving, Liturgy of the Word, Penitential Act, Lamb of God, Concluding Rite, Sign of Peace. Introductory rite, Eucharist, Communion rite self-discipline, effort, potential, Lent, Easter, Resurrection, fasting, alms giving life, good news, Resurrection, Pentecost, Holy Spirit bridges, friendship, contrition Absolution, Sacrament of Reconciliation, examination of conscience, sin, penance, confession ordinary, extraordinary, admire, saint, martyr, Communion of Saints, peace, justice</p>	<p>qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker Vocation, marriage, service, responsibility, fidelity commitment Waiting, hopeful, Promised One, Messiah, prophet Mission, bishop, ecumenism, cathedral, apostle, disciple, Good News, diocese, inspirational, Baptism, Christian unity, Gentile Memories, significant, memorial sacrifice, memorial, sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharist prayer, consecration. adoration, genuflect, acclamation giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, altar of repose, love, crucifixion, Easter vigil, resurrection Transformation, transform, energy, wind, fire, Holy Spirit, change, gift, fruits of the Spirit freedom, responsibility, Beatitudes, Commandments, reconciliation care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, stewards stewardship, climate, preserve, ecology, integrity harmony</p>	<p>unconditional, forgiveness, mercy, prodigal, parable, reconciliation Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre Eucharist, communion, community, unity Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil Resurrection, Paschal Holy Spirit, Witnesses, martyrs, courage, truth, inspiration, Good News Care, sickness, hospice, compassion Sacrament, anointing, sin, forgiveness, parable Lourdes, responsibility justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching</p>
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**Year 7 at STM Curriculum Intention:***Why have you designed the topics below to be delivered when they are?**How does this plan link to next steps?*

As a Catholic School our RE curriculum is outlined by the Diocese. We align all of our schemes to the Catholic RE Curriculum Directory. The Year 7 Scheme is based on the new RECD and will have its first teaching in September 2022. Our philosophy has to ensure progression, knowledge acquisition which will support GCSE, challenge and engagement. We will evaluate each of the units as we go through the year but we are hopeful that this will really stretch the students and encourage their enjoyment of our subject.

Firstly we have decided that across KS3 all units will be title with a learning question to inspire and challenge our learners.

- Our first topic “who created the world?” is based on the creation story of Genesis. It will explore the revelation received in the creation stories both from the perspectives of what we learn about God and what we can learn about humanity. It will explore the concept of Stewardship. It will implement these into modern concepts of environmental ethics and explore how this topic is explored artistically.
- Our second topic “why the Bible is important” explores the make up of the Bible. It will break down and explore some of the key parts of the Bible. It will look at the Book of Kells as an artistic representation of scripture. Explore the use of the Bible in modern society and families.
- Our third topic “How should Catholics behave?” explores the example of Jesus. This unit will look at some of the actions and teachings of Jesus. It will explore in depth the messages they hold and enable students to reflect on their own actions. There will be an exploration of the anointing of the sick and how Catholics support those who are sick in our community. It will look at an ethical option and explore a modern Christian example of someone who worked with the marginalised in our world.
- Our fourth topic “why we resist temptation” will explore the idea of a covenant. It will look at how God made covenants with the people and the people had requirements to follow to keep in a relationship with him. It looks at Jesus’ temptation and explores the links between this and Catholics response to Lent. It explores the key events of Holy Week and the sacrifice Jesus made. Finally explores modern temptation.
- Our fifth topic “Why the Eucharist is important?” explores the origins of the Eucharist. It looks at how this has developed into the Catholic Mass we have today. It also explores the sanctity of the Lord’s day and how it is kept Holy.
- Our sixth topic “What do other Christians believe in?” this topic actually explores the Councils of the Church and looks at how some Christians broke away from the Roman Church. It then explores a couple of these Christian Churches in more depth.

**Curriculum Implementation:***Map here the topics studied in this academic year for the year group indicated at the top of the page*

Autumn	Spring	Summer
Sept 2 <sup>nd</sup> - Oct 14 <sup>th</sup> Who created the World?	Jan 6 <sup>th</sup> – 10 <sup>th</sup> Feb How should Catholics behave?	20 <sup>th</sup> April – 18 <sup>th</sup> May Why is Eucharist important?
Half term	Half term	Half term
Oct 28 <sup>th</sup> – Dec 16 <sup>th</sup> Why is the Bible Important?	24 <sup>th</sup> Feb – 30 <sup>th</sup> March Why we resist temptation?	1 <sup>st</sup> June – 13 <sup>th</sup> July What do other Christians believe in?
Christmas Holidays	Easter Holidays	Summer Holidays

**Outcomes:***What will student outcomes look like?**How will you know students are making progress?*

We use many different methods to embed knowledge. These will include retrieval quizzes, concrete examples, interleaving and spaced learning. For this reason the assessment for each topic will not always be at the end of each topic. In year 7 there will also be a real range of assessment methods. Each unit will be assessed and these will go towards the tracking point. In year 7 assessments will include opportunities for students to show their knowledge (AO1) but also start to develop their skills of evaluation (AO2). There will be lots of support and guidance given to year 7 to develop their evaluation skills and extended writing. This is where there are clear links with history and English because the skills that we are teaching and developing are valuable to all these subjects. Homework will also be a range of tasks including research, questions to answer and tasks to complete (including creative tasks).

**Employability skills:***How does this course help support the development of employability skills?*

This course is essential to developing core Catholic beliefs and practices. These will be built upon and developed into the GCSE curriculum.

Also analysis and evaluation skills will be important and developed verbally and in the written form.

Progress will be seen via the development of their AO2 skills alongside a knowledge of each topic. At this stage it will be integral for GCSE and beyond that we start to develop these skills that they will require later on. Over the coming year we will start to build in retrieval tasks to KS3 for the knowledge that we would like students to retain into GCSE.