



Progression of Attainment and skills in Religious Education

AT1 – Learning about religion/knowledge. AT1(i) – Beliefs, teachings and Sources (Church theme) – Make Links



EYFS	Year 1	Year 2
The pupil is able to listen to religious stories with increasing attention and recall. (L) [FS1 30-50months] The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs. (C&L) [FS2 ELG]	The pupil is able to recognise some key elements of religious stories and the people and events within them. Make links	The pupil is able to retell accurately many key elements from stories within the Old and New Testament using their own words about special people, places and events. Make links To exceed at end of KS1 pupils MUST be able to: Retell accurately most key elements from stories within the Old and New Testament using their own words about special people, places and events.
Driver words - Recognise	Driver words - Recognise	Driver words – Retell; describe; give examples

Year 3	Year 4	Year 5	Year 6
The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these religious beliefs. Make links	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. Make links	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding . Make links	The pupil can describe & show understanding of some religious sources; beliefs, ideas, feelings & experiences, making links between them. Make links To exceed at end of KS2 pupils MUST be able to: Describe and show understanding of most religious sources; beliefs, ideas, feelings and experiences; making links between them.
Driver words – Retell; describe; give examples; make links	Driver words – give reasons; make links	Driver words – Make links; describe; show understanding; give reasons	Driver words - show understanding; describe; make links; live out

Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6

AT1 – Learning about religion/knowledge. AT1(ii) – Celebrations and Rituals (Sacramental theme) – Give

reasons

EYFS	Year 1	Year 2
In relation to RE topics, they can recognise and describe special times or events for family and friends. (UTW) [FS1 30-50months] They are also able to demonstrate understanding when talking with others about what they have read. (L) [FS2 ELG]	Children are also beginning to recognise many religious signs and symbols and use some religious words and phrases. Give reasons	The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (e.g. <i>during Baptism – anointing with oil, white shawl, candle</i>) Give reasons To exceed at end of KS1 pupils MUST be able to: Describe most religious signs, symbols and actions used in prayer and liturgy using appropriate religious words and phrases.
Driver words - Recognise	Driver words - Recognise	Driver words – Retell; describe; give examples

Year 3	Year 4	Year 5	Year 6
They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Give reasons	The pupil can use a developing religious vocabulary to give reasons for many religious actions and symbols. Give reasons	The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Give reasons	The pupil can use religious terms to show an understanding of many different liturgies. <u>To exceed at end of KS2 pupils MUST be able to:</u> Securely engage in discussion about questions of life, in light of religious teaching.
Driver words – retell; describe' give examples; make links	Driver words – Give reasons; make links	Driver words - Make links; describe; show understanding; give reasons	Driver words - show understanding; describe; make links; live out



Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6

AT1 – Learning about religion/knowledge. AT1(iii) – Social and moral practices and way of life (Living it out)



EYFS	Year 1	Year 2
They can capture religious experiences and respond by using a range of media. (EAD) [FS1 30-50months] They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. (EAD) [FS2 ELG]	The children are able to <i>recognise</i> that people act in a certain way because of their religion. Live it out	The pupil is able to <i>describe</i> and give <u>many</u> examples of ways that people with religious beliefs live their lives because of their religious belief. (e.g. <i>daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities</i>) Live it out To exceed at end of KS1 pupils MUST be able to: Describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief e.g daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities.
Driver words - Recognise	Driver words - Recognise	Driver words – Retell; describe; give examples

Year 3	Year 4	Year 5	Year 6
They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. Live it out	Give religious reasons for <u>many</u> actions by believers. Live it out	The pupil can give religious reasons for most actions by believers and begin to show how they shape believers lives. Live it out	The pupil can show some understanding of how religious belief shapes life in different ways and how Christians live out these beliefs. To exceed at end of KS2 pupils MUST be able to: Show secure understanding of how religious belief shapes life in many different ways.
Driver words – retell; describe; give examples; make links	Driver words – Give reasons; make links	Driver words - Make links; describe; show understanding; give reasons	Driver words - show understanding; describe; make links; live out

Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6

AT2 – Learning from religion/scripture & living out faith. AT2(i) – Engagement with own and others beliefs and

values.



EYFS	Year 1	Year 2
<p>The pupil is aware of their own feelings and knows that some actions and words can hurt others. (PSED) [FS1 30-50months]</p> <p>The pupil is able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (PSED) [FS2 ELG]</p>	<p>The child is able to talk about many of the things that they have done <i>and</i> reflect upon how these made them feel. (The pupil is able to talk about many of their own experiences and how these made them feel.)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel <i>and say why they feel</i> that way.</p> <p>To exceed at end of KS1 pupils MUST be able to: Ask and answer many questions about how certain experiences make them and others feel and <u>say why they feel</u> that way.</p>
Driver words – Talk about	Driver words – Talk about/reflect	Driver words – answer; feel

Year 3	Year 4	Year 5	Year 6
<p>The pupil is able to share with and question others about the things that have happened to them and <i>talk about</i> how their and others' behaviour is influenced by what they feel or believe.</p>	<p>The pupil can make some links to show how feelings and beliefs affect their behaviour and that of others.</p>	<p>The pupil can make many links to show how feelings and beliefs affect their behaviour and that of others and begin to show how own and others' decisions are informed by beliefs and values. (Make comparisons between the different beliefs and values of different religious people)</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values.</p> <p>To exceed at end of KS2 pupils MUST be able to: Securely show how their own and others' decisions are informed by beliefs and values.</p>
Driver words – believe; compare; feel	Driver words – compare; feel	Driver words – make links; compare; discuss	Driver words – Show how; discuss; feel

Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6

AT2 – Learning from religion/scripture & living out faith. AT2 (ii) – Engagement with questions and meaning

and purpose.



EYFS	Year 1	Year 2
They learn new religious vocabulary, reflecting the breadth of their experiences. (C&L) [FS1 30-50 months] They can also know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW) [FS2 ELG]	The children can also reflect upon some things they wonder about and talk about these.	The pupil can ask somebody why they are wondering about something. <i>They can also say what they wonder about God and Jesus.</i> <i>(The pupil can express how they feel about their faith/scripture & how they live it out in their lives; and answer questions about these thoughts)</i> To exceed at end of KS1 pupils MUST be able to: Confidently ask somebody why they are wondering about something. They can also say/answer what they wonder about God and Jesus. They realise that some questions they wonder about are difficult to answer.
Driver words – Talk about	Driver words – Talk about; reflect	Driver words – answer; feel

Year 3	Year 4	Year 5	Year 6
They can speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers and they can also compare some of their own and other people's ideas about such questions.	The pupil is able to compare most of their own and other people's ideas about questions that are difficult to answer. (Questions about different perspectives and how different people choose to live out their faith and act according to their faith)	The pupil is able to compare most of their own and other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching.	The pupil engages in some discussion about questions of life, in light of religious teaching To exceed at end of KS2 pupils MUST be able to: Securely engage in discussion about questions of life, in light of religious teaching.
Driver words – believe; compare; feel	Driver words – compare; feel	Driver words – Make links; compare; discuss	Driver words – show how; discuss; feel



AT3 Wonder and Reflection moments





EYFS	Year 1	Year 2
<p>PLEASE NOTE – AT3 is not assessed at EYFS level. The aims given here are just suggestions to pave the way for KS1.</p> <p>Talk about how we feel when we see things grow, share with our friends, pray, sing hymns. If possible, staff to share their awe and wonder moments. Talk about the bible stories we enjoy and why.</p> <p>(aim is to begin to hear, talk about and share ideas which will help the pupil in preparation for the start of AT3 in Y1)</p>	<p>Listen to a point of view. Wonder and Talk about some prayers and hymns.</p>	<p>Listen and <u>respond</u> to a point of view. <u>Ask and respond</u> to questions about sources (prayers, hymns and scripture stories). <i>The pupil can say what they are wondering/pondering over about God or what they have heard/experienced as a result of prayer, quiet reflection, hymns, scripture, a walk outside etc... and ask/respond to questions to further their understanding.</i> <u>To exceed at end of KS1 pupils MUST be able to:</u> Listen and respond to many points of view as well as to ask and respond to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments)</p>
Driver words – N/A	Driver words – listen/wonder	Driver words – ask; wonder

Year 3	Year 4	Year 5	Year 6
<p>Express a point of view and begin to/give reason for it. Make a link to a source that supports a point of view. Begin to express a preference (Pupils begin to/can show/express what they think/feel about a point of view or a source and begin to express their preferences. They can share what they are wondering about different points of view)</p>	<p>Express a point of view and give some reasons for it. Make a link to some sources that support a point of view. Express a preference and give some reasons for it. (use/think show for express e.g. Pupils can show/express what they think/feel about a point of view or a source and express their preferences.)</p>	<p>Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.</p>	<p>Express different points of view. Use sources to support some points of view. Arrive at judgements.</p> <p><u>To exceed at end of KS2 pupils MUST be able to:</u> Express and debate different points of view. Use many sources to support many points of view. Arrive at judgements that are beginning to be supported by evidence.</p>
Driver words – show; wonder	Driver words – make links; show; give reasons	Driver words – Give reasons; make links	Driver words – express; wonder



Other faiths –

 <p><u>AT1 – Learning about religion.</u> AT1 (i) Beliefs, teaching & sources AT1 (ii) celebration and ritual AT1 (iii) social & moral practices & way of life</p> <p>Pupils will learn about some of the religious beliefs of XXX (insert religion) and explore some of the teachings and religious texts of that religion. They will discover how different religions celebrate through feasts and festivals and rituals and learn about different religious places of worship. They will begin to learn about what might be important to people of other religions and how different religions live out their beliefs.</p> <p>(KS1 – begin to, recognise/listen/talk about some aspects of other religions. KS2 – talk about, describe, discuss and ask and respond to ideas about some/many aspects of other religions)</p>	 <p><u>AT2 – Learning from religion.</u> AT2 (i) engagements with own & others' beliefs & values AT 2 (ii) engagement with questions of meaning</p> <p>Pupils will begin to show an interest in and respect for other different beliefs and religions. They will explore the different values XXXX (insert religion) hold important. They will develop their understanding of and engagement in other religions and religious beliefs through asking questions and participating in discussions.</p> <p>(KS1 – begin to, recognise/listen/talk about some aspects of other religions. KS2 – talk about, describe, discuss and ask and respond to ideas about some/many aspects of other religions)</p>
<p>EYFS – (UW) People & Communities – They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (PSED) Making Relationships – They understand someone else's point of view can be different from theirs.</p>	

Judaism –

EYFS	Year 1	Year 2
<p>To respect that God cares for his people. To discover - Hanukkah. The story of the oil lamp in the Temple.</p>	<p>To respect & recognise how God led the Jewish people. To discover & learn about Abraham and Moses: leaders of the Jewish people.</p>	<p>To respect Shabbat – the day for God; the day of rest. To discover and learn about Shabbat.</p>



Key vocab - Special days, Jewish, Hanukkah, lamp, light, Reception: Menorah	Stories, Abraham, Moses, leaders, Jewish, desert, promised, Pharaoh	creation, Shabbat challah, havdalah spice box, Kiddush
--	--	--

Year 3	Year 4	Year 5	Year 6
To respect the importance of the synagogue. To discover and learn about the synagogue.	To respect the importance of the Torah. To discover and learn about the Torah,	To respect the Jewish belief that God cares for his people. To discover and learn about the Jewish festival: Pesach.	To respect the Jewish belief in the value of atonement. To discover and learn about the festival of Yom Kippur.
Key vocab - worship, synagogue, shul, rabbi, Shabbat, Sefer Torah, Ark, bimah, kippah, tallit, prayer shawl, kiddush	books, Tenakh Sefer Torah, Hebrew, scroll scribe, yad, Ark, Bar/ bat Mitzvah	remembering, Passover, seder, Pesach, kosher, Matzah, bitter herbs, Charoset, lamb, Shema, mezuzah	Rosh Hashanah, Teshuvah, Yom Kippur shofar, forgiveness, confession responsibility, fasting sins, repentance, mikveh

Islam –

EYFS	Year 1	Year 2
To respect what is special for Muslims. E.g. prayer mats and the Qur'an. To discover and explore the Qur'an and prayer mats.	To respect and recognise that for Jewish people Muhammad is an important person. To discover and learn about Muhammad.	To respect the importance of prayer for Muslims. To discover and learn about the way Muslims pray 5 times a day.
Key vocab - Special object, precious, prayer mat, book	Muhammad Makkah, Ka'bah, Qur'an	Prayer, Allah, wudu, Halal

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------



To respect how Muslim people worship. To discover and learn about Friday as a day of prayer and how Muslims answer the call to prayer.	To respect the importance of the Qur'an for Muslims. To discover and learn about the Qur'an and the 99 beautiful names of God.	To show respect for the special occasions for Muslims. To discover and learn about the festivals of Eid and the Shahadah (prayer).	To respect and recognise what is important for Muslims. To discover and learn about the 5 pillars of Islam and Zakat (a form of giving).
Key vocab - Wudu, mosque imam, Makkah Arabic, Mosque minaret muezzin mihrab	Qur'an, subhas	Ramadan, fasting, Eid-ul-Fitr, Pilgrimage, Makkah, Hajj, Eid-ul-Adha	Guidance, Shahada, Salah, Zaka, Sawm and Hajj

Hinduism –

EYFS	Year 1	Year 2
To respect Diwali as an important festival for Hindu people. To discover and explore the festival of Diwali.	To respect the Hindu belief that shared stories bring people together. To discover and recognise some of the Hindu gods and goddesses – Krishna and Ganesh. To discover and learn about the Hindu festival of Raksha Bandhan (a celebration of love of a brother for his sister).	To respect that prayer is an important part of everyday life for Hindu people. To discover and learn about Puja (a home ritual for worship).
Key vocab - celebrating, Diwali, Rama, Sita, lights, Hanuman	Stories Krishna, Ganesh, Raksha Bandhan Rakhi	Puja, arti, shrine, diva, Aum, mala

Year 3	Year 4	Year 5	Year 6
To respect how Hindu people worship. To discover and learn about The Mandir – the Hindu holy place of worship.	To respect and recognise that for Hindu people Sacred writings guide people's lives. To discover and learn about the Hindu sacred texts: Vedas and Bhagavad-Gita.	To show respect for the beliefs of Hindus. To discover and learn the Hindu importance of pilgrimage and the belief in one god.	To respect and understand the Hindu belief to care for creation. To discover and learn about the Hindu belief and practises linked to Karma and Dharma.



Key vocab - special places temple mandir murti namaste, arti (aarti), aum prasad	Vedas, Sanskrit, Bhagavad-Gita	Brahman, supreme God, pilgrimage, Ganges	Karma, duty, salvation, Dharma, Moksha, aum
--	--------------------------------	--	--

Sikhism –

EYFS	Year 1	Year 2
To respect that sharing is important and that Sikh's share with everyone. To discover and explore sharing through the celebration of Diwali, looking at the way Sikh's dress and how they share Prasad.	To respect and recognise that Guru Nanak was a wise teacher. To discover and learn that Guru Nanak was an important person for Sikhs.	To respect that both prayer and family life is important to Sikhs. To discover and learn about Sikh daily life and their belief in concepts such as remembering god, working hard and living honestly every day.
Key vocab - Special clothes, Sikh Sikhism, turban, patka Prasad, Diwali, share	Guru Nanak, sharing, Guru Angad	Kaur, Singh Gurmukhi, guru Guru Granth Sahib Families, respect

Year 3	Year 4	Year 5	Year 6
To respect the special places of worship for Sikhs. To discover and learn about the Sikh place of worship: the gurdwara.	To respect and understand how the gurus guide and teach the Sikhs. To discover and learn about the Guru Granth Sahib (the Sikh sacred scripture) and the gurus (teachers).	To respect the Sikh belief in the Khalsa and how they show commitment. To discover and learn about The Kalsa (a specific Sikh community/tradition) and how Sikh's believe in one god.	To recognise and respect Sikh's concern for others. To discover and learn about the Sikh commitment to service and the importance of sewa (selfless service).
Key vocab - Welcome khanda Langar, karad prasad Amritsar	Special clothes Sikh	kacherra, kirpan, kara, kanga, kesh, Baisaki, Khalsa, amrit, Ik Onkar, Mool, Mantra	Service, sewa, Nam japna, Kirat karma, Vand chhakna, ecology

Important notes:

Please note included in the above are the words **some**, **many** and **most**. These are used by the diocesan to guide teachers when assessing the knowledge a pupil has retained. **Some** means 1 or 2 examples given or 1 or 2 facts recalled or 1 or 2 examples of living it out are given within the child's work. **Many** means 3, 4 or 5 and **Most** will indicate that the child will have recalled virtually **all** the facts, reasons or examples which have been used during the delivery of the topic. For coverage and suggestions of which scripture, prayers, people etc to focus on in a topic please refer to year group matrix.

Words such as 'begin to' to or 'begun' etc are there to suggest children moving between levels but not quite fully secure at the next level yet, just showing some evidence towards this.

RSE – Journey in love is covered through the PHSE aspects of the curriculum and should tie into the catholic ethos of the school – please refer to PHSE documents for further information on this aspect of the curriculum.

Progression of Come and See themes for Religious Education – Knowledge

Church topics – Advent term – Domestic church – family (Topic 1)

	EYFS	Year 1	Year 2
Key Concepts	<p>The importance of our own names/my name. (explore)</p> <p>God knows and loves me and each one of us by name. (Reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand that families show love and care. To explore different families and the people who love and care for us. (explore)</p> <p>To know and understand God care's for and loves every family. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To explore and understand the many beginnings (and new starts) each day offers (explore)</p> <p>To know God is present at every beginning e.g. a new day or a new life (people are loving and kind because God made them). To know and understand that Christians believe God is present at the creation of the world. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>myself, name, Christian, first name, family name,</p> <p>class name, precious, parent, God, love, loving parent, prayer</p>	<p>Family, belong, God, love, care, different,</p> <p>God's children, psalm, family of God, response</p>	<p>beginning, new start, family, friend, creation, psalm, litany</p>



<p>Key statutory knowledge & skills (summative assessment)</p>	<p>Some children will be able to talk about their own feelings, experiences of being known and called by name.</p> <p>Some children will be able to recognise some phrases from the Psalms which tell about God's love for them.</p>	<p>Some children will be able to talk about their experience and feelings about the roles of people within families.</p> <p>Some children will be able to say what they wonder about the care given to people within families.</p> <p>Some Children will be able to recognise the stories and psalms which reveal God's love and care.</p> <p>Some children will be able to ask and respond to questions about the difference between families.</p> <p>Some children will be able to retell some of the psalms and something about Jesus' childhood.</p>	<p>Some children will be able to talk about their experience and feelings about new beginnings.</p> <p>Some children will be able to say what they wonder about the excitement and surprise that a new start can bring.</p> <p>Some children will be able to recognise the story of Creation as a religious story.</p> <p>Some children will be able to recognise and use some religious words and phrases about types of prayer.</p> <p>Some children will be able to recognise that people are kind and loving because God made them.</p> <p>Some children will be able to say what they wonder about the beauty around them and God creating the world.</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences about new beginnings.</p> <p>Some children will be able to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to</p>
--	--	---	--



			<p>answer.</p> <p>Some children will be able to retell the story of Creation as a religious story or some phrases from the psalms.</p> <p>Some children will be able to describe and use some religious words and phrases about types of prayer.</p> <p>Some children will be able to describe that people are kind and loving because God made them.</p> <p>Some children will be able to ask questions about what they wonder about the beauty around them and God creating the world.</p>
Key Church teachings.	<ul style="list-style-type: none"> • God knows and loves us. • We are precious to God. • God has called us by name. • Prayer is talking and listening to God. • It is possible to pray at any time. • Introduction to a litany. • Some Scripture from Isaiah and a psalm. 	<ul style="list-style-type: none"> • God loves and cares for everyone. • We can trust God. • Jesus was part of a loving family. • The importance of prayer: night prayers. • The psalms help us pray and think about God. • God cares for us as a loving parent. 	<ul style="list-style-type: none"> • God is present in every beginning. • The story of Creation, God made the world. • God made us and loves us. • The importance of prayer; morning prayer and a litany. • A psalm is a prayer song to God.

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------



Key Concepts	To know and understand about the different experiences of being a family at home: the joys and sorrows. (explore) To know and understand God's vision for every family. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know about and create a family tree (explore) To know and understand about the family of God in scripture. To become more aware of Jesus' human family. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To develop a deeper understanding of 'who I am'. (explore) To know and understand that we are made in the image and likeness of God. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know that the love and care of people can be affected by our behaviours (explore) To know and understand about beliefs and scripture and feelings linked to the concept of God's love as being unconditional and never ending. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	home, love, family, difference, respect, joys, sorrows, community, family	Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic	qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker	unconditional, forgiveness, mercy, prodigal, parable, reconciliation
Key statutory knowledge & skills (summative assessment)	Some children will be able to ask and respond to questions about their own and others' experiences and feelings about homes. Some children will be able to ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Some children will be able to retell some of the advice offered by Paul in his letters about living together as a	Some children will be able to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. Some children will be able to ask questions about what they and others wonder about family trees. Some children will be able to retell some of the stories from scripture about Jesus' family. Some children will be able to describe some ways in which	Some children will be able to make links between their beliefs about talents and qualities and how they use them and how it affects others. Some children will be able to compare their own and other people's ideas about questions of talents and qualities. Some children will be able to make links between the words of Paul and the Christian's belief in peace. Some children will be able to give reasons why Christians believe in	Some children will be able to make links between their beliefs about love, their behaviour and how it affects others. Some children will be able to compare their own and other people's ideas about questions of unconditional love. Some children will be able to make links between the story of the prodigal son and the Christian's belief in God's forgiveness. Some children will be able to give



	<p>family and the life of the Holy Family.</p> <p>Some children will be able to describe some ways Christians live as people chosen by God.</p> <p>Some children will be able to ask questions about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs affect how they, their behaviour and that of others in relation to the give and take of living in a family.</p> <p>Some children will be able to compare their own and other people's ideas about the difficult question of what make a house a home.</p> <p>Some children will be able to make links between some scripture they have studied and the belief that God can make a difference in everyday life through God's unchanging love.</p>	<p>characters in the Bible lived out their lives.</p> <p>Some children will be able to compare their own and others' ideas about the questions that family trees raise and are difficult to answer.</p> <p>Some children will be able to make links between these stories and what people believe about God and Jesus.</p> <p>Some children will be able to give reasons for certain actions by believers such as Ruth.</p> <p>Some children will be able to describe and show understanding of the roots of Jesus' human family.</p> <p>Some children will be able to describe and show understanding of what Christians believe about how God leads and guides people.</p>	<p>peace.</p> <p>Some children will begin to show understanding of how beliefs and values affect our love and care of each other.</p> <p>Some children will be able to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.</p> <p>Some children will begin to show understanding of how the call to be holy shapes life.</p>	<p>reasons for a Christian's love and care.</p> <p>Some children will be able to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them.</p> <p>Some children will be able to show understanding of how religious belief in God's unconditional love shapes life.</p> <p>Some children will be able to show understanding of how beliefs and values affect our love and care of each other.</p> <p>Some children will be able to engage with and respond to questions about loving, in the light of religious teaching.</p>
--	---	---	--	---

	<p>Some children will be able to give reasons why Christians should try to love others.</p> <p>Some children will be able to compare their own and others' ideas about what they and others wonder about how God is always with us, and realise that some questions are difficult to answer.</p>			
Key church teachings.	<ul style="list-style-type: none"> • The Christian home: an image of and a sharing in the love between Christ and the Church. • Paul's letters to the early Christian communities teaching about God's vision for every family. • The Christian duty of parents towards children and children towards parents. • The example of the Holy Family. • God is always with us. • We are chosen by God to be a holy people and the implications for daily life. • Jesus' new rule. 	<ul style="list-style-type: none"> • The genealogy of Jesus in the Gospel of Matthew. • Jesus' human family. • The story of Abraham, the father of God's chosen people. • The story of Jacob. • The story of the love and fidelity of Ruth. • Solomon, the wise ruler. • The role of Saint Joseph in Jesus' life. 	<ul style="list-style-type: none"> • Made in the image and likeness of God. • God as a loving parent. • Thanksgiving to God. • God's children. • Called to holiness. • To know, love and serve God. • Virtue of peace. • Lives of holy people. 	<ul style="list-style-type: none"> • God's love, care and forgiveness. • God's unconditional love, which is not earned but freely given. • The Beatitudes. • The Parable of the Prodigal Son. • Scripture which helps the understanding of God's love.

Church topics – Lent term - Local church – community (Topic 4)

	EYFS	Year 1	Year 2
Key Concepts	<p>Know and understand what a celebration is (explore)</p> <p>Know how the parish family celebrates together (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand that there are special people in our lives who are there to help us. (explore)</p> <p>To know and understand that we gather together on Sundays, in church, to celebrate the Good News of Jesus. To know and understand that people who go to church do special jobs to help the parish family. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know about the different books used at home and in school. (explore) To know and understand about some of the books used in Church on Sunday by the parish family. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>Church, priest, celebrate, celebrating,</p> <p>Parish family, family, community, celebration, party, memory, Father, altar</p> <p>Reception: Temple, parish,</p>	<p>Special people, greeters, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, Extraordinary ministers, readers, choir, cleaners, priest, collectors, musicians</p>	<p>books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal</p>
Key statutory knowledge & skills (summative assessment)	<p>Some children will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared.</p> <p>Some children will begin to wonder about why people celebrate.</p> <p>Some children will begin to wonder about how they feel when they celebrate.</p> <p>Some children will begin to recognise the story of Mary and Joseph taking Jesus to the Temple.</p>	<p>Some children will be able to talk about their experience and feelings about the special people they know or have heard about.</p> <p>Some children will be able to say what they wonder about the help special people give them.</p> <p>Some children will be able to recognise some stories about Jesus' life.</p> <p>Some children will be able to recognise how everyone helps each other because they belong to the parish family.</p>	<p>Some children will be able to talk about their experience and feelings of books that are used at home and school.</p> <p>Some children will be able to say what they wonder about the importance of books in their lives.</p> <p>Some children will be able to recognise that the Bible is a special book and name some of the stories in the Bible.</p> <p>Some children will be able to recognise and name</p>



	<p>Some children will begin to recognise some of the elements and words used in Church celebrations.</p> <p>Some children will begin to recognise that the church/parish family celebrate in particular ways.</p>	<p>Some children will be able to retell some stories about Jesus' life.</p> <p>Some children will be able to ask and respond to questions about what makes a person special.</p>	<p>some of the special books used in church and the people who use them.</p> <p>Some children will be able to ask and respond to questions about their own and others' experience and feeling of the different books that are used at home and school.</p> <p>Some children will be able to retell the story of the Baptism of Jesus.</p> <p>Some children will be able to describe how the Gospels are used by the parish family.</p> <p>Some children will be able to use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel.</p>
Key Church teachings	<ul style="list-style-type: none"> • The Parish community gathers to celebrate such occasions as Baptism, Christmas, wedding. • Exploring inside the parish church. • Various ministries undertaken by the parish community. • The story of the Presentation. 	<ul style="list-style-type: none"> • The church is where the parish family gathers to celebrate the Good News of Jesus. • The priest leads the parish family as they gather to celebrate Mass at church on Sunday. • Lay ministries exercised by the parish family. • Listening to God's Word at Mass. 	<ul style="list-style-type: none"> • The division of the Bible into Old and New Testament. • The names of the some of the Books of the Bible. • The place of the Gospels in the Bible, something of their writers. • The reverence given to the reading of the Gospel during Mass. • The religious vocabulary and symbols



		<ul style="list-style-type: none"> • Special reverence for the reading of the Gospel • The Presentation of Jesus. • The Finding of Jesus in the Temple. 	<p>related to the reading of the Gospel.</p> <ul style="list-style-type: none"> • The names, types and functions of various of books used at Mass. • Introduction to some responses at Mass.
--	--	--	--

	Year 3	Year 4	Year 5	Year 6
Key Concepts	<p>To reflect upon our year and the journey we make through a year. (explore)</p> <p>To know and understand that the Christian family follow the journey of Jesus' life as they journey through the Church's year. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know, discuss and understand what it means to belong to a community. (explore)</p> <p>To know and understand the life of the local Christian community. To know about a funeral Mass. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and discover about the different inspirational leaders. To understand what is meant by being inspirational. (explore) To know that people carry out their missions or different missions by how they live and by beliefs and values. To know and understand that the diocese continues the work and mission of Jesus, including ecumenism. To gain a simple understanding of ecumenism. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To explore and understand a wide variety of books, including how books can take us beyond ourselves and to know and understand about the purposes for which they were written. To begin to show how theirs and others decisions could be influenced by what they read. (explore)</p> <p>To know and understand that the Bible is a story of God's love, which was told by the People of God. (a story which shapes lives of Christians) (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady	community, commitment, responsibility, parish, laity, ministries, Extraordinary Ministers, service, funeral rites, pastoral area, deanery	Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired	Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre



<p>Key statutory knowledge & skills (summative assessment)</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season.</p> <p>Some children will be able to ask questions about what they and others wonder about how we help one another on the journey through the year.</p> <p>Some children will be able to retell some of the stories of the Mysteries of the Rosary or the special feasts of the year.</p> <p>Some children will be able to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days.</p> <p>Some children will be able to describe how some prayer leads to good actions.</p> <p>Some children will begin to make</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences of being part of a community.</p> <p>Some children will be able to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to retell the story of the call of the apostles.</p> <p>Some children will be able to describe some of the advice St. Paul gives us about being loving members of a community.</p> <p>Some children will be able to use religious words and phrases to describe the actions and symbols within a funeral Mass.</p> <p>Some children will be able to describe some ways in which some people serve their parish community.</p>	<p>Some children will be able to make links to show how inspirational leaders affect their behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer.</p> <p>Some children will be able to make links between how Jesus undertook his mission to share the good news and how each diocese continues that mission and work today.</p> <p>Some children will be able to give reasons why people carry out Jesus' mission in different ways through what they say and do.</p> <p>Some children will be able to begin to show and understanding of how their own and others' decisions in carrying out their mission in</p>	<p>Some children will be able to compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.</p> <p>Some children will be able to make links between scripture and Christian beliefs.</p> <p>Some children will be able to give reasons for when and how Christians use the Bible.</p> <p>Some children will be able to describe and show an understanding of the Bible, the beliefs, ideas, feelings and experiences of the Christian and make links between them.</p> <p>Some children will be able to show understanding of how the Bible shapes the lives of Christians.</p> <p>Some children will be able to engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of</p>
--	---	---	---	---



	<p>links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.</p> <p>Some children will begin to make links between some scripture and what Christians believe.</p> <p>Some children will be able to use a developing religious vocabulary to begin to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their commitment to community and that of others.</p> <p>Some children will be able to make links between the call of the apostles and God's call to people to serve him today.</p> <p>Some children will be able use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass.</p> <p>Some children will be able to give reasons why people give service to the parish community through various ministries.</p>	<p>communities are informed by beliefs and values.</p> <p>Some children will be able to describe and begin to show they understand how dioceses and different Christian communities continue to carry out the work and mission of Jesus. Some children will begin to make links between this and what they have read in scripture.</p> <p>Some children will begin to show they understand why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.</p> <p>Some children will begin to engage and respond to questions of how religious teaching affects life and work within a community and diocese.</p>	<p>religious teaching.</p> <p>Some children will be able to show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read.</p>
Key Church teachings.	<ul style="list-style-type: none"> • The Liturgical Year. • What liturgy is. • Special seasons of the Church's year. 	<ul style="list-style-type: none"> • Parish, pastoral area/deanery. • The vocation of the lay people in the Church. 	<ul style="list-style-type: none"> • Christ inaugurates the proclamation of the Good News using Isaiah. • The apostles share in Christ's mission. 	<ul style="list-style-type: none"> • Sacred Scripture is the inspired Word of God. • God is truly present in Scripture.



	<ul style="list-style-type: none"> The cycle of readings for the Sundays of the Church's year. Ordinary Time. The feasts of Our Lady. Mary, the mother of God. Pilgrimage psalms. The importance of prayer in Christian life. How prayer leads to good actions. Mysteries of the Rosary. 	<ul style="list-style-type: none"> The vocation of ordained ministers. The service to a parish community through ministry. Living out the command of charity and good works. Funeral Rites. 	<ul style="list-style-type: none"> Prayer for unity in John's Gospel. The nature of a diocese. The bishop is the successor of the apostles and continues the mission of Christ. The meaning of ecumenism. 	<ul style="list-style-type: none"> The Old Testament has its own intrinsic value, as well as being for the Christian part of the total revelation of God in Jesus Christ through the Holy Spirit. The Gospels are central, because Jesus Christ is their centre. The Word of God is venerated and nourishes and governs the Christian life.
--	--	---	---	--

Church topics – Pentecost term – Universal church – world (Topic 9)

	EYFS	Year 1	Year 2
Key Concepts	To know and understand/explore what we love and wonder about our world (explore) To know and understand that God gave us this wonderful world (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand that neighbours are all around us (explore) To recognise that everyone is our neighbour and is loved by God. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To recognise and understand/explore what we treasure (explore) To know and understand the world is god's treasure given to us. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	world, wonder, wonderful, care, love, share, work/play together	neighbour, love, world, Fairtrade, global, family, psalm, share	treasure, gift, care, love, protect, respect, preserve creation, precious



<p>Key statutory knowledge & skills (summative assessment)</p>	<p>Some children will recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!"</p> <p>They will be able to say what they wonder about the world and how we can all work together to care for the world and will be able to talk about their own experiences of the world and what they love about our world.</p>	<p>Children will be able to talk about their experience and feelings about neighbours and be able to say what they wonder about neighbours both locally and globally. They will be able to recognise that everyone is our neighbour and is loved by God, and because of that they act fairly towards others.</p> <p>Children will be able to ask and respond to questions about their own and others' experiences and feelings about neighbours. They will be able to retell special stories about Jesus and his friends and describe some ways in which religion is lived out by believers.</p>	<p>Children will be able to talk about their own experience and feelings about the treasures they see or have and be able to say what they wonder about the treasures they see or have.</p> <p>Children will be able to ask and respond to questions about their own and others' experiences of and feelings about what we treasure. They will be able to ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. Children will be able to retell some special stories about creation and the treasures of God's world and be able to describe some ways in which religion is lived out by believers in the way they treasure God's world.</p> <p>Children will be able to compare their own and others' ideas about questions about the treasures of our world that are difficult to answer. Children will be able to make links between religious stories about creation/ treasuring our world and beliefs and be able to give reasons for certain actions by believers in relation to treasuring God's world. They will be able to make links between how they feel about their treasure and how that</p>
--	--	--	--



			might affect their behaviour and that of others
Key church teachings	<ul style="list-style-type: none"> • God created the world and it was good. • Everyone shares God's world. • We share in taking care of the world. • the implications of being part of God's global family. • Praising God by praying a psalm. 	<ul style="list-style-type: none"> • Everyone is a neighbour and loved by God. • The story of Good Samaritan. • God gives dignity to each human person. • A Christian's faith impels them to act fairly towards others. • Understanding and application in daily life of Fairtrade. • The implications of being global neighbours. 	<ul style="list-style-type: none"> • The Creation story. Genesis. • God's made the world, respect for the integrity of Creation. • Praise of God in Creation Psalm 19 and 147. • Solidarity with those in need. • The work of CAFOD. • God's care for us; Luke 12: 27-28. • Praise for the World. • The Gloria from the Mass.

	Year 3	Year 4	Year 5	Year 6
Key Concepts	<p>To know and understand that everyone has a special place (explore).</p> <p>To know and understand some of the special places for Jesus and the Christian community. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about ordinary people who do extraordinary things (explore).</p> <p>To know and understand that different saints show people what God is like. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and explore about caring for the earth (explore)</p> <p>To know and understand that the Church is called to stewardship of Creation. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about justice for the good of all (explore)</p> <p>To know and understand the work that Christians do for the good of all (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>



Key Vocabulary	special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth	ordinary, extraordinary, admire, saint, martyr Communion of Saints, peace, justice	care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, stewards stewardship, climate, preserve, ecology, integrity harmony	justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching.
Key statutory knowledge & skills (summative assessment)	<p>Children will be able to ask and respond to questions about their own and others' experiences of and feelings about special places and ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer.</p> <p>They will be able to retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship</p> <p>Children will be able to make links to show how feelings and beliefs about special places affect their behaviour and that of others and compare their own and others' ideas about questions relating to why some places are special that are difficult to</p>	<p>Children will be able to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things and be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer.</p> <p>They will be able to retell some special stories about religious events and people who show what God is like and will be able to describe some ways in which religion is lived out by different saints.</p> <p>Children will be able to give reasons for certain actions by those people they have studied and be able to make links between Scripture and</p>	<p>Children will be able to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth.</p> <p>They will be able to give reasons why Christians are concerned about the stewardship of creation and make links between scripture and the belief of caring for Creation.</p> <p>Children show how their own and others' decisions about how they care for the earth are informed by beliefs and values and be able to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of</p>	<p>Children will be able to make links to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others and be able to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.</p> <p>They will be able to make links between Micah, Matthew 25, the Beatitudes and beliefs and give reasons for certain actions by believers, in working for justice and the common good.</p> <p>Children will be able to show how their own and other's decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to describe and show</p>



	<p>answer.</p> <p>Children will be able to use a developing religious vocabulary to give reasons why Christians go on pilgrimage and be able to give reasons why Christians should care about the world.</p>	<p>the action and beliefs of followers of God's way. They will be able to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples and compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer.</p> <p>Children will be able to show how their own and others' decisions about actions in life are informed by beliefs and values and describe and show an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them.</p> <p>They will be able to show understanding of how religious belief has shaped the way some people live out their lives.</p>	<p>God's creation and make links between them. They will be able to show understanding of how religious belief shapes life in relation to stewardship of creation and engage with and respond to questions of about care of creation in the light of religious teaching.</p>	<p>understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. They will be able to show understanding of how religious belief in justice and of the common good of all shapes life and be able to engage with and respond to big questions around justice and the common good in the light of religious teaching.</p> <p>Children will be able to explain what beliefs and values inspire and influence them and others to act justly and fairly and be able to identify sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise. They will be able to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.</p>
--	--	--	--	---



Key church teachings	<ul style="list-style-type: none"> The place of pilgrimage in the Christian life. Conservation of Creation. The interdependence within Creation. Places set aside for worship; churches. Beginnings of an understanding of contemplative prayer. The social teaching of the Church: justice and solidarity. 	<ul style="list-style-type: none"> The Communion of Saints. The call to holiness. What a martyr is. Examples of holy people including Blessed Teresa of Calcutta. 	<ul style="list-style-type: none"> An understanding of the book of Genesis and other scripture related to stewardship. The harmony and order of the created world. Solidarity among all creatures. Being made in the image and likeness of God. The integrity of the Creation. The stewardship of creation. The Catholic Social teaching about care for others and for the integrity of creation. 	<ul style="list-style-type: none"> Jesus came for the poor and marginalised. The Beatitudes. Catholic Social Teaching. The Common Good. The acceptance of personal responsibility. Justice. Respect for the dignity of the human person. Human solidarity.
----------------------	---	---	--	--

Sacramental topics – Advent term – Baptism/Confirmation/Belonging (Topic 2)

	EYFS	Year 1	Year 2
Key Concepts	<p>To know what it is to be welcomed. (explore)</p> <p>Recognise Baptism as a way of being welcomed into God's family. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know that we belong to different groups. (explore)</p> <p>To know and understand Baptism as an invitation to belong to God's family. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To experience and know about different everyday signs and symbols. (explore)</p> <p>To know and understand the signs and symbols used in Baptism. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>welcome, welcomed, belong, school, class, Baptism, baptise, water, candle, In the name of ...</p> <p>Reception: family, priest, white garment, godparents, font</p>	<p>Sign of the Cross, belong, belonging friends, sacrament, invitation, welcome, Baptism, godparents, font, sign</p>	<p>garment, Easter candle, font, chrism, Good News sign, symbols</p>



<p>Key statutory knowledge & skills (summative assessment)</p>	<p>Some children will begin to talk about their own experiences and feelings of being welcomed.</p> <p>Some children will begin to say what they wonder about how they can make others feel welcome.</p> <p>Some children will begin to recognise some religious signs and symbols used in baptism. Some children will begin to use some religious words and phrases from the Rite of Baptism.</p>	<p>Some children will be able to talk about their experience and feelings about belonging to different groups.</p> <p>Some children will be able to say what they wonder about belonging and what that means.</p> <p>Some children will be able to recognise and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...'</p> <p>Some children will recognise that Baptism is the beginning of life in the Church family.</p> <p>Some children will be able to ask and respond to questions about their own and others experiences of belonging to different groups.</p> <p>Some children will be able to ask questions about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer.</p> <p>Some children will be able to use religious words and phrases to begin to describe some actions and symbols used in a Baptism ritual such as pouring of water, anointing with oil, lighting the baptismal candle etc.</p>	<p>Some children will be able to talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them.</p> <p>Some children will be able to say what they wonder about the meaning and importance of some symbols in their life.</p> <p>Some children will be able to recognise the signs and symbols used in baptism.</p> <p>Some children will use some religious words and phrases used in the Sacrament of Baptism.</p> <p>Some children will be able to recognise that Christians act in a particular way because they are members of the Church family.</p> <p>Some children will be able to ask and respond to questions about the reasons for the importance of certain symbols in their life.</p> <p>Some children will be able to ask questions about what they and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer.</p> <p>Some children will be able to use religious words and phrases to describe some actions and symbols</p>
--	--	--	--



			<p>used in baptism.</p> <p>Some children will be able to describe some ways in which Christians live as followers of the Light of Christ.</p>
Key church teachings	<ul style="list-style-type: none"> Welcome into the Church family. The Sign of the Cross. Baptised in the name of the Father and of the Son and of the Holy Spirit. The simple sequence of the Baptismal Rite. Some symbols used in Baptism: water and font. Introduction to the role of godparents. 	<ul style="list-style-type: none"> Baptism is an invitation from God to belong to the Church family. The Church family welcomes the one who is to be Baptised. A sacrament is God's way of being present at special moments in our lives. The words of Baptism. 'I baptise you in the name of the Father and of the Son and of the Holy Spirit. Some of the rite of the Sacrament of Baptism. The role of parents and godparents. The Our Father. Some of the symbols used in Baptism, particularly the candle which is given at Baptism. 	<ul style="list-style-type: none"> The rite of Baptism. The signs and symbols used in Baptism; Easter candle, light, font, water, anointing with chrism, white garment. The reading of the Word of God. Recognition that Christians as members of the Church family act in a particular way because they are following the light of Christ. Something of the role of parents and God-parents.

	Year 3	Year 4	Year 5	Year 6
Key Concepts	<p>To know that belonging to a group involves promises and rules. (explore)</p> <p>To know and understand the meaning of the promises made at Baptism. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the</p>	<p>To know and understand about the response to being chosen. (explore)</p> <p>To know and understand that confirmation is a call to witness. To know Christians are called to respond to God. (reveal)</p> <p>Build upon the skills of assimilation,</p>	<p>To understand about how people show care and commitment. (explore)</p> <p>To know and understand about the Sacrament of marriage (as a calling). To be aware that serving others and volunteering in the community is a call to life and love within the community.</p>	<p>To know and explore the meaning of commitment in life. (explore)</p> <p>To know and understand how religious belief shapes the lives of Christians in a variety of ways e.g. through a calling to their chosen vocation, including Holy orders. To know and understand</p>



	above concepts. (Respond)	celebration and application of the above concepts. (Respond)	(reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	about the vocation to the priesthood and religious life. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	Promises, rules, actions, symbols, rite, Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity	chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called	Vocation, marriage, service, responsibility, fidelity commitment	Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows
Key statutory knowledge & skills (summative assessment)	<p>Some children will be able to ask and respond to questions about promises.</p> <p>Some children will be able to ask questions about what they and others wonder about why people make promises.</p> <p>Some children will be able to retell the story of the Baptism of Jesus.</p> <p>Some children will be able to describe the actions and symbols used at Baptism.</p> <p>Some children will be able to make links between their actions and the promises made.</p> <p>Some children will use a developing</p>	<p>Some children will be able to ask and respond to questions about being chosen.</p> <p>Some children will be able to ask questions about what they and others wonder about the reason for responses to being chosen.</p> <p>Some children will be able to retell some special stories about religious events and people such as David and/ or the call of the apostles.</p> <p>Some children will be able to use religious words and phrases to describe what it means to be called.</p> <p>Some children will be able to describe some ways in which people are called to live a Christian life.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour in relationships.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of Marriage.</p> <p>Some children will be able to give reasons for the love and service shown by Christians.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect behaviour in relation to commitment.</p> <p>Some children will be able, using a developing religious vocabulary, to give reasons for the signs and symbols used in the Sacrament of Holy Orders.</p> <p>Some children will be able to give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life.</p> <p>Some children will be able to</p>



	<p>religious vocabulary to give reasons for the actions and symbols used at Baptism.</p> <p>Some children will be able to give reasons for the promises made at Baptism.</p> <p>Some children will be able to give reasons how and why Christians live as followers of the Light of Christ.</p>	<p>Some children will be able to make links between scripture and the call to holiness.</p> <p>Some children will be able to make links to show how feelings and beliefs can affect the responses they might make to being chosen.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation.</p> <p>Some children will be able to give reasons why and how Christians respond to God 's call.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.</p> <p>Some children will begin to compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer.</p> <p>Some children will begin to engage with and respond to questions of life, particularly in relationships.</p> <p>Some children will begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the mission of a Christian and married people in particular.</p> <p>Some children will be able to use religious terms to begin to show an understanding of the marriage liturgy and the Promises made.</p>	<p>compare their own and other people's ideas concerning the questions raised about what it means to be committed.</p> <p>Some children will be able to compare their own and other people's ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer.</p> <p>Some children will be able to show how their own and others' commitment to service and care of others are influenced by beliefs and values.</p> <p>Some children will be able to use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession.</p> <p>Some children will be able to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.</p>
--	--	---	--	---



			<p>Some children will begin to show understanding of how religious belief shapes the lives of married people.</p> <p>Some children will begin to show understanding of how religious belief shapes the lives of those who are involved in the community as volunteers.</p>	<p>Some children will be able to engage and respond to questions of life in the light of religious teaching.</p>
Key church teachings	<ul style="list-style-type: none"> • What a Sacrament is. • The structure of the rite of the Sacrament of Baptism. • Becoming a member of the Church family. • The celebration of the Word of God. • The litany of Saints. • The renunciation of sin and Profession of Faith. • Anointing with the Oil of Chrism. • Symbolism of the lighted candle. 	<ul style="list-style-type: none"> • The call of David and Samuel in the Old Testament. • The call of the Apostles. • The Sacrament of Confirmation. • The baptismal promises. • The work of the Holy Spirit in our lives. • The ways in which we can respond to the call of God. • The example of people who responded to God's call. • The Trinity. 	<ul style="list-style-type: none"> • The Sacrament of Marriage. • The call to holiness. • Each person shares in the mission of Christ. • Witness of Christian life. • Christian service. • The Beatitudes. • Love of God and neighbour. 	<ul style="list-style-type: none"> • Vocation to the priesthood and religious life. • The ministerial priesthood. • The Sacrament of Holy Orders. • Some understanding of the evangelical counsels of poverty, chastity and obedience. • The witness of all Christians through Baptism.

Sacramental topics – Lent term – Eucharist-Relating (Topic 5)

EYFS	Year 1	Year 2
------	--------	--------



Key Concepts	To know how and why people gather together (explore) To know and understand the joy of gathering together at Mass (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand that families and groups share special meals (explore) To know and understand Mass as Jesus' special meal. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know different ways to say thank you. (explore) To know and understand The Eucharist: the parish family thanks God for Jesus. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	welcome, blessing, listen, pray, Mass, sing, gather, together, alone Reception: Lectern, "The Lord be with you." "And with your spirit."	family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, Preparation of the Gifts, litany, chalice	thank you, thanksgiving, thoughtful, Eucharist, Eucharistic Prayer, liturgy
Key statutory knowledge & skills (summative assessment)	Some children will begin to talk about the times they have gathered together with others. Some children will begin to talk about how they felt. Some children will begin to say what they wonder about the enjoyment of being together. Some children will begin to recognise the story of Jesus with the children as a religious story. Some children will begin to recognise the phrases "The Lord be with you." "And with your spirit." Some children will begin to recognise the Lectern and know how it is used. Some children will begin to recognise how at Mass people gather to share the stories of God's love. Some children will begin to talk about their	Some children will be able to talk about their experience and feelings about meals which are special to them. Some children will be able to say what they wonder about why people share special meals. Some children will be able to recognise the story of Jesus' special meal at the Last Supper. Some children will begin to ask and respond to questions about meals which are special to them. Some children will begin to retell the story of Jesus' special meal, The Last Supper. Some children will begin to use religious words to say what happens at Communion at Mass.	Some children will be able to talk about their experience of receiving and giving thanks. Some children will be able to say what they wonder about how others feel when they are thanked. Some children will be able to recognise the story of the Last Supper. Some children will be able to recognise signs and symbols, different words and phrases used in the Eucharist (at Mass) to give thanks. Some children will be able to recognise that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God. Some children will be able to ask and respond to questions about how they and others feel when



	experience of visiting church and listening to God's word.		<p>receiving and giving thanks.</p> <p>Some children will be able to retell the story of the Last Supper.</p> <p>Some children will be able to use words and phrases to describe some religious signs and symbols.</p> <p>Some children will be able to use words and phrases to describe the steps involved in the Eucharist (Mass) showing how Catholics give thanks to God.</p> <p>Some children will be able to describe how Catholics try to live what they have experienced at Mass in their daily lives.</p>
Key church teachings	<ul style="list-style-type: none"> • The parish family gathers for Mass. • Entering the church: the holy water font, the aisle and the benches where the people gather. • Ministries of welcoming and of serving at Mass. • Jesus gathered the children to speak to them (Mark 10). • Parts of the Mass <ul style="list-style-type: none"> ○ gathering ○ welcome ○ listening to God's Word 	<ul style="list-style-type: none"> • Catholics go to Mass on Sunday as members of God's family. • At Mass the action and the words of the Last Supper are repeated. • The Preparation of the Gifts. • The words and meaning of the Consecration. • The Our Father. • Presence of Jesus in Holy Communion. • Acknowledgement that all good things come from God. • The importance of prayer: grace before 	<ul style="list-style-type: none"> • Parts of the Mass – Introductory Rites, Liturgy of Word, Liturgy of Eucharist, Concluding Rites. • Some Mass responses. • Eucharistic Prayer for Children. • Jesus' presence in the Eucharist. • The implication of the Concluding Rite of the Mass, where Catholics enter the world with a mission.



	<ul style="list-style-type: none"> receiving Jesus in Holy Communion. 	meals.	
--	--	--------	--

	Year 3	Year 4	Year 5	Year 6
Key Concepts	<p>To know and understand about listening and sharing with one another (explore).</p> <p>To know and understand listening to the Word of God and sharing in Holy Communion (reveal).</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about giving and receiving every day (explore)</p> <p>To know and understand The Eucharist challenges and enables living and growing in communion (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand how memories are kept alive (explore).</p> <p>To know and understand The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way (reveal).</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand what nourishes and what spoils friendships and unity (explore).</p> <p>To know and understand that The Eucharist challenges and enables the Christian family to live and grow in communion every day (reveal).</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	<p>Communion, community, giving, receiving,</p> <p>Liturgy of the Word, Penitential Act, Lamb of God,</p> <p>Concluding Rite, Sign of Peace.</p> <p>Introductory Rite, Eucharist, Communion Rite</p>	<p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration. adoration, genuflect, acclamation</p>	<p>Eucharist, communion, community, unity, friendship, nourish</p>
Key statutory knowledge & skills (summative assessment)	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing.</p> <p>Some children will be able to ask questions about what they and</p>	<p>Some children will be able to ask and respond to their own and others' experiences and feelings about giving and receiving.</p> <p>Some children will be able to ask questions about what they and others wonder about giving and</p>	<p>Some children will be able to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise these questions are difficult to answer.</p>	<p>Some children will be able to make links to show how feelings and beliefs about what makes, and breaks friendship and unity affects their behaviour and that of others.</p> <p>Some children will be able to ask and respond to questions about their</p>



	<p>others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist.</p> <p>Some children will be able to describe some ways in which Christians share God's love with others.</p> <p>Some children will begin to make links to show how feelings and beliefs affect their own and others' desire to listen and to share.</p> <p>Some children will begin to compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.</p> <p>Some children will begin to use a developing religious vocabulary to give reasons for specific actions and words used during the celebration of</p>	<p>receiving every day and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to describe what happens during the Introductory Rite.</p> <p>Some children will be able to describe what a person might do if they follow Jesus' advice.</p> <p>Some children will be able to describe ways in which peace is lived out by believers.</p> <p>Some children will be able to make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions of giving and receiving that are difficult to answer.</p> <p>Some children will be able to make links between scripture and an understanding of the Eucharist.</p>	<p>Some children will be able to make links to show how feelings and beliefs about memories affect their own behaviour and that of others.</p> <p>Some children will be able to make links between the Passover in Exodus, the Last Supper and belief in the Eucharist.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist.</p> <p>Some children will be able to give reasons for why believers follow the example of Jesus in his life of sacrifice.</p> <p>Some children will begin to show understanding of how their own and others' decisions about memories are informed by beliefs and values.</p> <p>Some children will begin to describe and show understanding of scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the</p>	<p>own and others' experiences and feelings about friendship and unity.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning friendship which are difficult to answer.</p> <p>Some children will be able to make links between scripture and the Eucharist.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.</p> <p>Some children will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'.</p> <p>Some children will be able to show how their own and others' decisions about friendships are informed by beliefs and values.</p> <p>Some children will be able to show understanding of the links between a range of Scripture texts and some</p>
--	---	--	---	--



	<p>the Eucharist.</p> <p>Some children will begin to give reasons why Christians want to share the Good News of Jesus.</p>	<p>Some children will be able to use a developing religious vocabulary to give reasons for religious actions and symbols used in the celebration of the Eucharist.</p> <p>Some children will be able to give reasons why Christians attend the celebration of the Eucharist.</p>	<p>celebration of Eucharist, making links between them.</p> <p>Some children will begin to show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians.</p> <p>Some children will begin to engage with and respond to questions of life choices in the light of religious teaching about sacrifice.</p>	<p>parts of the Mass which express communion with Jesus and the feelings that communion with others brings.</p> <p>Some children will be able to use religious terms to show an understanding of different aspects of the Eucharist.</p> <p>Some children will be able to show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.</p>
Key Church teachings	<ul style="list-style-type: none"> The Introductory Rite The Penitential Act. The <i>Gloria</i>. Liturgy of the Word. The Gospel is the Good News. God speaks to us through the scriptures. The Creed. The Liturgy of the Eucharist. Preparation of the Gifts. The Eucharistic Prayer. 	<ul style="list-style-type: none"> Introductory Rites. Penitential Act. Communion Rite. The Lord's Prayer. The Sign of Peace. Lamb of God. Holy Communion. Transubstantiation. Prayer after Communion. Concluding Rite. 	<ul style="list-style-type: none"> Passover in Exodus. The institution of the Eucharist at the Last Supper. The Eucharist as a memorial sacrifice of Jesus. Transubstantiation through the power of the Holy Spirit, of bread and wine into the Body and Blood of Christ The real presence of Christ in the Eucharist. Proclaiming the mystery of faith. Eucharistic prayer II. 	<ul style="list-style-type: none"> Jesus' priestly prayer for unity in John 17. One body in union with Christ. Eucharistic Prayer for Children III. The Communion Rite. The unity of the Church in Heaven and on earth with the offering of Christ. Our Father. The prayer for peace and unity. Sign of Peace.

	<ul style="list-style-type: none"> • Transubstantiation. • The Communion Rite. • The Concluding Rite. Sending forth. • The responses of the Mass. 		<ul style="list-style-type: none"> • Sacrifice in daily life. 	<ul style="list-style-type: none"> • Lamb of God. • The prayer: <i>Lord, I am not worthy.</i> • The Eucharistic presence of Christ. • Reception of Christ in Holy Communion and union of the faithful.
--	---	--	--	--

Sacramental topics – Pentecost term – Reconciliation – inter-relating (Topic 8)

	EYFS	Year 1	Year 2
Key Concepts	To know we can make friends(explore). To know and understand that Jesus had good friends; what Jesus tells us about friendship (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand we have choice- sometimes we choose well, and sometimes wrongly (explore). To know and understand God helps us to choose well and to be sorry. God forgives us. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand how rules can help at home and in school (explore). To know and understands the reasons for rules in the Christian family (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change Reception: rule, understanding, new start, friendship, forgive, change	choice, happy, sad, disappointed, sorry, forgive rules, wrong, right, feeling, love, Sign of Peace, Peace be with you	rules, care, safe, sorry, forgive, right, wrong make up, choices, sin, consequences, examination of conscience
Key statutory knowledge & skills (summative assessment)	Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong. Some children will begin to wonder about what makes	Some children will be able to talk about their experiences and feelings about making choices. Some children will be able to say what they wonder about concerning making choices. Some children will be able to recognise the story	Some children will be able to talk about their own experience and feelings about rules in their life. Some children will be able to say what they wonder about the importance of keeping rules for themselves and for others. Some children will be able to recognise the story



	<p>people friends.</p> <p>Some children will begin to recognise that Christians show love for one another because Jesus asked them to do so.</p> <p>Some children will begin to recognise Jesus' rule for friends and his words 'love one another'.</p>	<p>of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories.</p> <p>Some children will be able to recognise some religious words like 'being sorry' and 'forgiveness'.</p> <p>Some children will be able to recognise that people say sorry and forgive each other because they follow Jesus.</p> <p>Some children will be able to ask and respond to questions about the consequences that choices have on others and themselves.</p> <p>Some children will be able to ask and respond to questions about being sorry for the wrong choices they have made.</p> <p>Some children will be able to ask questions about how it can sometimes be difficult to forgive others.</p> <p>Some children will be able to retell the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah.</p> <p>Some children will be able to use religious words like 'forgiveness' and 'be sorry' when they or others have made wrong choices.</p> <p>Some children will be able to describe ways in which people say sorry and forgive each other because they follow Jesus.</p>	<p>of Peter asking Jesus about forgiveness as a religious story.</p> <p>Some children will be able to recognise some religious words and signs that Christians use to express sorrow and forgiveness.</p> <p>Some children will be able to recognise that people say sorry and ask forgiveness because they are followers of Jesus.</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings of the importance of rules.</p> <p>Some children will be able to use religious words and phrases to describe the examination of conscience.</p> <p>Some children will be able to describe some aspects of the Sacrament of Reconciliation.</p> <p>Some children will be able to describe how Christians try to practice Jesus' commandment of love, peace and reconciliation.</p>
--	---	---	--



Key Church teachings	<ul style="list-style-type: none"> Jesus' relationship with his disciples. Talking to Jesus as a friend. God is kind, understanding, loving and gentle, always ready to forgive and never changes. Changing, saying sorry and being forgiven. Forgiving others. 	<ul style="list-style-type: none"> We can have choice in our actions. God helps us to choose well and express sorrow for wrong choices. God forgives us. Examples of forgiveness and sorrow in the Gospel: Levi and Zacchaeus. The use and understanding of religious vocabulary: sorrow and forgiveness. Christians say sorry and forgive each other because they follow Jesus. Sign of Peace Foundation for understanding the Sacrament of Reconciliation. Familiarity with a prayer of sorrow. 	<ul style="list-style-type: none"> Jesus' commandment to love God and one another. Jesus' commandment to forgive each other. Sin, the intention to do wrong deliberately. Examination of conscience. A prayer of sorrow. Sacrament of Reconciliation: repentance, disclosure of sin, absolution and reparation. The Sign of Peace at Mass.
----------------------	--	--	---

	Year 3	Year 4	Year 5	Year 6
Key Concepts	To know and understand that choices have consequences (explore). To know and understand the importance of conscience in making choices (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand building bridges of friendship (explore). To know and understand the importance of admitting wrong and being reconciled with God and one another (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand freedom involves responsibility (explore). To know and understand God's rules for living freely and responsibly – the Commandments (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To explore and know about when people become sick and need care (explore). To know and understand The Sacrament of the Anointing of the sick (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	Reconciliation, Confession, conscience, sorrow, penance, sin, choice, consequences, repentance, penitent, absolution, grace	bridges, friendship, contrition, Absolution, Sacrament of Reconciliation, Examination of Conscience, sin, penance, confession	freedom, responsibility, Beatitudes, Commandments	Care, sickness, hospice, compassion, Sacrament, anointing, sin, forgiveness, parable, Lourdes, responsibility



Key statutory knowledge & skills (summative assessment)	<p>Some children will be able to ask and respond to questions about their own and others' experiences of making choices.</p> <p>Some children will be able to ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. Some children will be able to retell the stories of the Two Sons and the Prodigal Son.</p> <p>Some children will be able to use religious words and phrases to describe saying sorry and asking for forgiveness.</p> <p>Some children will be able to describe the Sacrament of Reconciliation.</p> <p>Some children will be able to describe a simple Examination of Conscience and to write or say a sorry prayer.</p> <p>Some children will be able to describe some ways in which followers of Jesus live.</p> <p>Some children will begin to make</p>	<p>Some children will be able to ask and respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship.</p> <p>Some children will be able to ask questions about what they and other wonder about how friendships may be restored.</p> <p>Some children will be able to use a developing religious vocabulary to describe some religious actions and symbols used in the Sacrament of Reconciliation.</p> <p>Some children will be able to use religious words and phrases to give reasons for some religious actions and symbols used in the Sacrament of Reconciliation.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship.</p> <p>Some children will be able to compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are</p>	<p>Some children will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.</p> <p>Some children will be able to make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings.</p> <p>Some children will be able to give reasons why believers choose to live by God's laws.</p> <p>Some children will be able to make links to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others.</p> <p>Some children will begin to engage and respond to questions of life in the light of religious teaching on the</p>	<p>Some children will be able to make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick.</p> <p>Some children will be able to give reasons why Christians care for the sick and the needy.</p> <p>Some children will be able to engage and respond to questions of the experience of sickness and healing in the light of religious teaching.</p> <p>Some children will be able to show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.</p> <p>Some children will be able to</p>
---	---	--	--	--

	<p>links to show how feelings and beliefs affect their and others' decisions about choices and their consequences.</p> <p>Some children will begin to compare their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.</p> <p>Some children will begin to make links between religious stories and the belief in a loving and forgiving God.</p> <p>Some children will be able to use a developing religious vocabulary to begin to give reasons for what happens in the Sacrament of Reconciliation.</p> <p>Some children will begin to give reasons why particular Christians make good choices and follow Jesus.</p>	<p>difficult to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others.</p> <p>Some children will be able to give reasons why believers ask forgiveness of others and forgive those who have hurt them.</p>	<p>freedom and responsibility given to us by God through his laws. Some children will begin to show how their own and others' decisions about freedom and responsibility are informed by beliefs and values.</p> <p>Some children will begin to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.</p> <p>Some children will begin to show understanding of how religious belief in the freedom and responsibility of living by God's law shapes our lives.</p>	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them.</p> <p>Some children will be able to use religious terms to show an understanding of the different liturgies connected to the sacraments offered to the sick and dying.</p> <p>Some children will be able to show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.</p>
Key Church teachings	<ul style="list-style-type: none"> The Sacrament of Reconciliation and the stages of this Sacrament. The stories of the Prodigal Son and the Two Sons. An understanding of sin and some of its consequences. 	<ul style="list-style-type: none"> God's mercy and love. Jesus the Good Shepherd (lost sheep). Examination of Conscience. Sacrament of Reconciliation. Other names for it, Confession, Penance and 	<ul style="list-style-type: none"> Ten Commandments. Greatest Commandment – love God and love others. Beatitudes. Freedom brings responsibility. God is loving and merciful. 	<ul style="list-style-type: none"> Jesus healed the sick and the healing of a blind man. The Christian responsibility of caring for the sick. The parable of the Good Samaritan. The Sacrament of the



	<ul style="list-style-type: none"> • Examination of Conscience. • An Act of Sorrow. • The importance of being sorry and asking for forgiveness. • God is always loving and forgiving. 	<p>Sacrament of Forgiveness.</p> <ul style="list-style-type: none"> • Contrition. • Absolution. • Penitential Rites 1 and 2. • Scripture references to God's unconditional love and forgiveness. 	<ul style="list-style-type: none"> • Seeking God's forgiveness in the Sacrament of Reconciliation. • Dignity of the human person. 	<p>Anointing of the Sick with the celebration of the Eucharist.</p> <ul style="list-style-type: none"> • The effects of the Sacrament of the Anointing of the Sick. • The Sacrament of the Anointing of the Sick at home or in hospital. • The three Sacraments received by those in danger of death: The Sacrament of Reconciliation, the Sacrament of the Anointing of the Sick and Viaticum. • Pilgrimage to Lourdes.
--	---	--	---	--

Christian Living topics – Advent term – Advent/Christmas – Loving (Topic 3)

	EYFS	Year 1	Year 2
Key Concepts	<p>To know what a birthday is and understand the concept of waiting for a birthday (explore)</p> <p>To recognise Advent as a time of looking forward to Christmas and the birthday of Jesus. (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about the times it is necessary to wait and the use of that time (explore).</p> <p>To know and understand that Advent is a time of waiting to celebrate Jesus' coming at Christmas (reveal).</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand how we prepare for special times (explore)</p> <p>To know and understand that Advent = 4 weeks of preparation for the celebration of Jesus at Christmas (reveal).</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>



Key Vocabulary	<p>birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib</p> <p>Reception: shepherds, wise men</p>	<p>waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath</p>	<p>preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation</p>
Key statutory knowledge & skills (summative assessment)	<p>Some children will begin to talk about their own feelings as they wait for a birthday.</p> <p>Some children will begin to talk about their own experience of celebrating a birthday.</p> <p>Some children will begin to wonder at the joy of birthdays.</p> <p>Some children will begin to recognise the Nativity story.</p> <p>Some children will begin to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas.</p> <p>Some children will begin to use and develop a vocabulary of religious words and phrases.</p>	<p>Some children will be able to talk about their experience and feelings about waiting.</p> <p>Some children will be able to say what they wonder about waiting.</p> <p>Some children will be able to recognise that Advent is a time of waiting to celebrate Jesus at Christmas.</p> <p>Some children will be able to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.</p> <p>Some children will be able to use some religious words and phrases about Advent and waiting.</p> <p>Some children will begin to ask and respond to questions about their own and others' experiences and feelings of waiting.</p> <p>Some children will begin to ask and respond to questions about what they and others wonder about and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to retell the story of the birth of Jesus.</p>	<p>Some children will be able to talk about their own experience and feelings of preparing for special occasions.</p> <p>Some children will be able to say what they wonder about the amount of time and care involved in preparing for Christmas.</p> <p>Some children will be able to recognise the events around the birth of Jesus as religious stories.</p> <p>Some children will be able to recognise some religious signs and symbols and use religious words and phrases connected with the liturgical season of Advent.</p> <p>Some children will be able to recognise that Christians, through their actions follow Jesus as the Light of the World.</p> <p>Some children will be able to ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation.</p> <p>Some children will be able to ask and respond to questions about they and others wonder about</p>



		Some children will be able to use religious words and phrases to begin to describe some religious traditions and symbols of Advent and Christmas.	<p>the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer.</p> <p>Some children will be able to retell the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events.</p> <p>Some children will be able to use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent.</p> <p>Some children will be able to describe how Christians follow Jesus as the Light of the World and live that out in their lives.</p>
Key Church teachings	<ul style="list-style-type: none"> • What people do during Advent. • Advent is a time for getting ready for Christmas. (Advent Wreath) • Advent – a special season of longing and waiting for Jesus' birth at Christmas. • The Crib. • The Nativity Story. • The Shepherds. • The Wise Men. • The Hail Mary. 	<ul style="list-style-type: none"> • Some aspects of the liturgical season of Advent: a time of waiting to celebrate Jesus' coming at Christmas. • The Advent wreath and its symbolism. • The Annunciation. • The Visitation. • The Nativity. • The beginning of an understanding of the Incarnation. 	<ul style="list-style-type: none"> • Advent, four weeks of preparation for the celebration of Jesus at Christmas. • An understanding of the liturgical year. • Isaiah's description of the one who is to come. • The Annunciation. • The Visitation. • The Nativity. • Jesus comes to us as God's gift because He loves us. • Jesus Light for the World.



	Year 3	Year 4	Year 5	Year 6
Key Concepts	To know and understand the demands and joys of visitors (explore) To know and understand that Advent is waiting for the coming of Jesus (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand about the gift of love and friendship (explore) To know and understand Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand what is meant by waiting hopefully (explore). To know and understand Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	TO know and understands the meaning of expectation (explore). TO know and understand Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	Joys, demands, visitors, Isaiah, Messiah, Advent, Annunciation, The Visitation, Magnificat, Joyful Mysteries, Nativity	gift, friendship, loyalty, commitment, rejoice, peace, God's plan	Waiting, hopeful, Promised One, Messiah, prophet	Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation
Key statutory knowledge & skills (summative assessment)	Some children will be able to ask and respond to questions about their own and others' experiences and feelings about visitors. Some children will be able to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer. Some children will be able to retell the stories of the events surrounding	Some children will be able to ask and respond to questions about what is important in friendship. Some children will be able to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Some children will be able to retell the story of the birth of Jesus and the visit of the Wise Men.	Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping. Some children will be able to compare their own and other people's ideas about questions concerning waiting and hoping and how these questions are difficult to answer. Some children will be able to make links between scripture texts showing how the people of God	Some children will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others. Some children will be able to compare their own and other peoples' ideas about questions about expectation that are difficult to answer. Some children will be able to make links between scripture of religious belief in Advent as a time of joyful



	<p>the birth of Jesus.</p> <p>Some children will be able to describe how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.</p> <p>Some children will be able make links to show how feelings and beliefs affect how they prepare for and receive visitors.</p> <p>Some children will be able to make links between the Scripture they have explored and Advent as a season of getting ready for the coming of Jesus.</p> <p>Some children will be able to give reasons for some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus.</p>	<p>Some children will be able to use religious words and phrases to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship.</p> <p>Some children will begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.</p> <p>Some children will be able to make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah.</p> <p>Some children will be able use a developing religious vocabulary to give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.</p>	<p>waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming.</p> <p>Some children will be able to use developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent.</p> <p>Some children will be able to give reasons why Christians show love and service as they wait hopefully for the coming of Christ.</p> <p>Some children will begin to show understanding of how their own and others' decisions about how they wait and hope are informed by beliefs and values.</p> <p>Some children will begin to engage with and respond to questions of waiting and hoping in the light of religious teaching.</p> <p>Some children will be able to describe, begin to show understanding and make links between scripture texts and belief in the coming of Jesus at Christmas and</p>	<p>expectation.</p> <p>Some children will be able to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas.</p> <p>Some children will be able to show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values.</p> <p>Some children will be able to engage with and respond to questions about expectation in the light of religious teaching.</p> <p>Some children will be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them.</p> <p>Some children will be able to show understanding of how religious belief in Advent as a time of joyful expectation shapes lives.</p>
--	--	--	--	---

			<p>at the end of time.</p> <p>Some children will begin to show understanding of how belief in the coming of</p> <p>Christ shapes the lives of Christians, by encouraging them to love and serve others. children Some children will begin to show how their own and others' decisions to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come.</p> <p>Some children will begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching.</p>	
Key Church teachings	<ul style="list-style-type: none"> Advent is a time of preparation for the coming of Jesus at Christmas. The meaning of the Jesse tree. Isaiah foretells the coming of the Messiah. The joys and demands of being a Christian. 	<ul style="list-style-type: none"> The liturgical season of Advent. Advent is focused on the coming of Jesus as Messiah. Gaudete Sunday. The Messiah is the one promised by God who would show God's love and bring peace. 	<ul style="list-style-type: none"> The liturgical season of Advent. The theological virtue of hope. Isaiah and Jeremiah's prophecies about the coming of the Messiah. Waiting in hope for the coming of Jesus at Christmas. 	<ul style="list-style-type: none"> The liturgical season of Advent. Isaiah's expectation of the Messiah. The Word in John's Gospel. The Annunciation. The Incarnation. The Angelus. John the Baptist announces



	<ul style="list-style-type: none"> The stories of the Annunciation and the Visitation. The story of the birth of Jesus and the visit of the shepherds. (Luke) The visit of the Wise Men. (Matthew) An understanding that Jesus came to Earth for the good of all. 	<ul style="list-style-type: none"> Isaiah's prophecy about coming of the Messiah. Further understanding of the Incarnation. The visit of the Wise Men. 	<ul style="list-style-type: none"> Waiting in hope for the second coming of Christ at the end of time. Further understanding of the Incarnation. Joyful Mysteries of the Holy Rosary. 	<p>the coming of the Messiah.</p> <ul style="list-style-type: none"> The second coming of Jesus Christ.
--	---	---	--	--

Christian Living topics – Lent term – Lent/Easter – Giving (Topic 6)

	EYFS	Year 1	Year 2
Key Concepts	<p>To know spring is a time when things begin to grow (explore)</p> <p>To understand Lent is a time to grow in love and to be more like Jesus. To look forward to Easter (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>TO recognise how we change and grow (explore)</p> <p>To know and understand Lent as a time to change in preparation for the celebration of Easter (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand that each day offers opportunities for good (explore)</p> <p>To know and understand Lent as the opportunity to turn towards what is good in preparation for Easter (reveal)</p> <p>Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>Grow, spring, different, Lent, Good Friday, cross,</p> <p>Easter Sunday</p>	<p>change, seasons, spring, growth, Lent,</p> <p>Ash Wednesday, Good Friday, Easter Sunday,</p> <p>Alleluia, Cross, Resurrection</p>	<p>opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath</p>



Key statutory knowledge & skills (summative assessment)	<p>Some children will begin to talk about their own experience of 'growing'.</p> <p>Some children will begin to talk about how they feel about 'growing'.</p> <p>Some children will begin to say what they wonder about growing, themselves and in nature.</p> <p>Some children will begin to recognise the stories of Good Friday and Easter Sunday as religious stories.</p> <p>Some children will begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden.</p> <p>Some children will begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.</p>	<p>Some children will be able to talk about their experience and feelings about changing and acquiring new skills.</p> <p>Some children will be able to say what they wonder about the ways in which change happens.</p> <p>Some children will be able to recognise the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories.</p> <p>Some children will be able to recognise some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases.</p> <p>Some children will be able to recognise that people use the opportunity of Lent to change and make a new start.</p> <p>Some children will begin to ask and respond to questions about their own and others' experience and feelings about how we can change.</p> <p>Some children will begin to retell the stories of Palm Sunday, Good Friday and Easter Sunday.</p> <p>Some children will begin to use religious words and phrases to describe some religious actions and symbols of Ash Wednesday, Lent and Easter Sunday.</p>	<p>Some children will be able to talk about their own experience and feelings of using opportunities for good.</p> <p>Some children will be able to say what they wonder about the good things that they see others doing.</p> <p>Some children will be able to recognise some religious stories connected with Lent, Holy Week and Easter.</p> <p>Some children will be able to recognise some religious signs and symbols associated with Lent, Holy Week and Easter and use appropriate religious vocabulary connected with them.</p> <p>Some children will be able to recognise that some Christians use the time of Lent opportunity to choose to do good.</p> <p>Some children will be able to ask and respond to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good.</p> <p>Some children will be able to ask questions about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to retell the some of</p>
---	---	---	--



		Some children will begin to describe how Christians choose to use the opportunity of Lent to change.	<p>the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday.</p> <p>Some children will be able to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.</p> <p>Some children will be able to describe some ways in which Christians use the time of Lent, to find ways of helping others.</p>
Key Church teachings	<ul style="list-style-type: none"> Ash Wednesday marks the beginning of Lent. Lent: a time to grow in love to be more like Jesus and to look forward to Easter. Jesus who is the example we follow in goodness, love, care and helpfulness. Lent is a time for prayer, fasting and almsgiving. Jesus died on Good Friday. Jesus rose from the dead at Easter. Easter is the church's celebration of Jesus' new life. 	<ul style="list-style-type: none"> Liturgical season of Lent, the use of the colour purple. Ash Wednesday begins the 40 days of Lent. Lent; a time to change and to grow spiritually in preparation for the celebration of Easter, through prayer and good deeds. Palm Sunday. Jesus died on Good Friday. The Stations of the Cross. The Resurrection. 	<ul style="list-style-type: none"> Ash Wednesday. Lent offers the opportunity to make a new start through prayer, good deeds and giving up things. The liturgy of Lent and Holy Week. The Stations of the Cross. The story of Palm Sunday and what happens in the liturgy on that day. Jesus washing his disciples' feet and its meaning. The suffering and death of Jesus on Good Friday. <p>The Resurrection of Jesus.</p>

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------



Key Concepts	To know and understand how people give themselves (explore) To know and understand Lent as a time to remember Jesus' total giving (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand that self-discipline is important (explore) To know and understand about celebrating growth to new life through self-discipline(reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand and explore giving or refusing to give, appreciating the cost of giving (explore) To know and understand Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand how loss and death bring about change for people (explore) To know and understand about the church's seasons of Lent, Holy Week, the suffering, death and resurrection of Jesus led to new life (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	self-giving, courage, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter – New Life, Resurrection, Sorrowful Mysteries	self-discipline, effort, potential, penance, contrition, Lent, Easter, Resurrection, fasting, alms giving	giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection	Loss, death, change, growth, Ash Wednesday, Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal
Key statutory knowledge & skills (summative assessment)	Some children will be able to ask and respond to questions of their own and others' experience and feelings of how people give themselves for others. Some children will be able to ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer. Some children will be able to retell some of the stories of Holy Week and the Resurrection. Some children will be able to use	Some children will be able to ask and respond to questions about their own and others' experiences of being self-disciplined. Some children will be able to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer. Some children will be able to retell some of the religious stories of Holy Thursday, Good Friday and Easter. Some children will be able to use	Some children will be able to make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Some children will be able to compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer. Some children will be able to make links between the scripture stories of Holy Week and the Temptation in the	Some children will be able to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions concerning loss and death which are difficult to answer. Some children will be able to make links between Scripture and belief in the Resurrection of Jesus. Some children will be able to use a developing vocabulary to give



	<p>religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.</p> <p>Some children will be able to describe some ways in which Christians use the time of Lent to give to others.</p> <p>Some children will begin to make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves.</p> <p>Some children will begin to make links between the scripture and what Christians believe about how they should act.</p> <p>Some children will begin to give reasons given by Christians for being kind and generous, especially during Lent.</p>	<p>religious vocabulary to describe some religious actions and symbols of Lent and Holy Week.</p> <p>Some children will be able to describe some ways in which Christians try to be self-disciplined in Lent.</p> <p>Some children will be able to make links to show how feeling and beliefs affect their self-discipline and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs.</p> <p>Some children will be able using a developing religious vocabulary to</p>	<p>desert and how Christians observe the season of Lent.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil.</p> <p>Some children will be able to give reasons why Christians make sacrifices during Lent.</p> <p>Some children will begin to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values.</p> <p>Some children will begin to describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.</p> <p>Some children will begin to use religious terms to show an understanding of the different liturgies of Holy Week and the Easter Vigil.</p>	<p>reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.</p> <p>Some children will be able to give reasons for certain actions by believers during Lent.</p> <p>Some children will be able to show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.</p> <p>Some children will be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.</p> <p>Some children will be able to use a variety of religious terms accurately to show an understanding of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night.</p>
--	--	--	---	--



		<p>give reasons for religious actions and symbols connected to Lent and Holy Week.</p> <p>Some children will be able to give reasons why Christians try to be self-disciplined in Lent.</p>	<p>Some children will begin to show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.</p> <p>Some children will begin to engage with and respond to questions about sacrifice in the light of religious teaching.</p>	<p>Some children will be able to show understanding of how religious belief in death and new life shapes life.</p> <p>Some children will be able to engage with and respond to questions about death and new life in the light of religious teaching.</p>
Key Church teachings	<ul style="list-style-type: none"> • Liturgical season of Lent. • Lenten promises, giving through prayer, giving up and good deeds. • The Beatitudes. • Jesus in the desert. • The Sorrowful Mysteries of the Rosary. • The Agony in the Garden. • Jesus' sacrifice on Good Friday. • The Resurrection. 	<ul style="list-style-type: none"> • Ash Wednesday. • Lent is a time for self-discipline, for prayer, fasting and almsgiving. • Jesus commandment to love our enemies. • Holy Week. • The Stations of the Cross. • The Sorrowful Mysteries of the Rosary. • Easter Triduum. • Liturgy of Maundy Thursday, washing of the feet. • Liturgy of Good Friday – reading of the Passion and the Veneration of the Cross. • The Resurrection. 	<ul style="list-style-type: none"> • Lent is a time for self-sacrifice. • Jesus' temptation in the desert. • Holy Week. • The Stations of the Cross. • The Sorrowful Mysteries of the Rosary. • Gethsemane: the agony in the garden. • Holy Thursday, the Altar of Repose. • Jesus' suffering. • The crucifixion. • Good Friday Liturgy of the Lord's Passion. • The Resurrection. 	<ul style="list-style-type: none"> • Lent, a time to remember the suffering and death of Jesus. • The raising of Lazarus. • Jesus, the Bread of Life. • The liturgy of Friday of the Passion of the Lord. • The liturgy of the Easter Vigil in the Holy Night. • The four parts to the Easter Vigil in the Holy Night. • Jesus rising to new life.

Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6
Christian Living topics – Pentecost term – Pentecost – Serving (Topic 7)

	EYFS	Year 1	Year 2
Key Concepts	To know and understand that everyone has Good News to share (explore) To know and understand about Pentecost – the celebration of the Good News of Jesus (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and explore Holidays as days to be happy (explore) To know and understand Pentecost, a holy day – the feast of the Holy Spirit (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)	To know and understand about passing on messages (explore) To know and understand about Pentecost, spreading the Gospel message through the gift of the Holy Spirit (reveal). Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)
Key Vocabulary	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia,	holiday, holyday, Apostles, help, Pentecost, promise, Holy Spirit, guide, Resurrection, alleluia	message, risen, Resurrection, Holy Spirit, Ascension, witnesses, blessing, Pentecost, promise, Good News, Holy Spirit
Key statutory knowledge & skills (summative assessment)	Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings. Some children will begin to talk about how they feel when they hear Good News. Some children will begin to say what they wonder about Pentecost Day and the Holy Spirit. Some children will begin to recognise the Pentecost story as a religious story. Some children will begin to use and recognise	Some children will be able to talk about their experience and feelings about holidays. Some children will be able to say what they wonder about what makes a holiday a happy time. Some children will be able to recognise what a holy day is and the story of coming of the Holy Spirit at Pentecost. Some children will be able to recognise some symbols of the Holy Spirit. Some children will be able to ask and respond to questions about the difference between ordinary	Some children will be able to talk about their own experience and feelings of both passing and receiving messages. Some children will be able to say what they wonder about the importance and responsibility of passing on messages in daily life. Some children will be able to recognise the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories. Some children will be able to recognise how the disciples changed through the power of the Holy Spirit. Some children will be able to recognise how the



	<p>religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.</p> <p>Some children will begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News.</p>	<p>days and holidays and why we have them.</p> <p>Some children will be able to retell the story of the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to describe the ways in which the Holy Spirit is a helper and guide.</p>	<p>Holy Spirit helps Christians in their lives.</p> <p>Some children will be able to say about what they wonder about Jesus' new life and the coming of the Holy Spirit.</p> <p>Some children will be able to ask and respond to questions about their own and others experiences and feelings of both passing and receiving messages.</p> <p>Some children will be able to retell the story of the Resurrection of Jesus and the coming of the Holy Spirit.</p> <p>Some children will be able to describe ways in which Christians spread the word of the Good News of Jesus in their lives.</p>
Key church teachings	<ul style="list-style-type: none"> • Jesus was raised from the dead at Easter. • 'Alleluia', a word to praise God. • Jesus sends the Holy Spirit. • The coming of the Holy Spirit at Pentecost. • Pentecost – the beginning of the Church. • Sharing the Good News that Jesus is alive. 	<ul style="list-style-type: none"> • Ascension Day, before Jesus ascended to Heaven he promised to send his Holy Spirit. • Pentecost; a holy day – the feast of the Holy Spirit. • Pentecost – the beginning of the Church. • The Holy Spirit is a helper and guide. • Some symbols of the Holy Spirit. • The Holy Spirit enables Christians to pass on the message of the Good News of Jesus. 	<ul style="list-style-type: none"> • Jesus promises to send the Holy Spirit. • The Ascension; Jesus returns to his Father in Heaven. • Pentecost: the gift of the Holy Spirit for all time. • Prayer to the Holy Spirit. • The power of the Holy Spirit in daily life. • Christians pass on the Good News of Jesus through the Holy Spirit. • The Resurrection of the dead.



	Year 3	Year 4	Year 5	Year 6
Key Concepts	<p>TO know and understand about the energy of fire and wind (explore) To know and understand the wonder and power of the Holy Spirit (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand how good news brings life (explore) TO know and understand the new life of the Easter message is spread through the power of the Holy Spirit (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about transforming energy (explore) TO know and understand Pentecost, the celebration of the Spirit's transforming power (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>	<p>To know and understand about the courage needed to be a witness (explore) To know and understand about Pentecost – The holy Spirit enables people to witness to the Easter message. (reveal) Build upon the skills of assimilation, celebration and application of the above concepts. (Respond)</p>
Key Vocabulary	<p>fire, warmth, wind, energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost</p>	<p>life, good news, Resurrection, Pentecost, Holy Spirit, fellowship</p>	<p>Transformation, transform, energy, wind, fire Holy Spirit, change, gift, Fruits of the Spirit</p>	<p>witness, Holy Spirit, Witnesses, martyrs, courage, truth inspiration, Good News</p>
Key statutory knowledge & skills (summative assessment)	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good.</p> <p>Some children will be able to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to retell</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences of good news bringing life.</p> <p>Some children will be able to ask questions about what they and others wonder about how good news brings life and happiness.</p> <p>Some children will be able to retell some special stories about the religious events and people connected with Pentecost.</p>	<p>Some children will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.</p> <p>Some children will be able to give reasons for the actions of Cleopas on</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.</p> <p>Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness.</p> <p>Some children will be able to make links between Scripture and belief in</p>



	<p>the story of the Ascension and the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt.</p> <p>Some children will be able to describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit.</p> <p>Some children will begin to compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire.</p> <p>Some children will begin to make links between the Pentecost story and Christian belief in the power of the Holy Spirit.</p> <p>Some children will begin to give reasons for the love Christians show because they are inspired by the Holy Spirit.</p>	<p>Some children will be able to use religious words and phrases to describe the events of Pentecost.</p> <p>Some children will be able to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit.</p> <p>Some children will be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour.</p> <p>Some children will be able to compare their own and other people's ideas about how good news brings life.</p> <p>Some children will be able to give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul.</p> <p>Some children will be able to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.</p>	<p>the road to Emmaus.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for religious actions and symbols connected with Pentecost.</p> <p>Some children will be able to give reasons for certain actions of Christians inspired by the Holy Spirit.</p> <p>Some children will be able to make links between scripture and God's gift of the Holy Spirit and forgiveness.</p> <p>Some children will begin to show understanding of how their own and others' decisions about the use of transforming energy are informed by belief and values.</p> <p>Some children will begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.</p> <p>Some children will begin to show understanding of the transforming</p>	<p>the power of the Holy Spirit.</p> <p>Some children will be able to give reasons for the witness to Jesus Christ by believers.</p> <p>Some children will be able to show how their own and others' decisions about witnessing are informed by beliefs and values.</p> <p>Some children will be able to show how understanding of belief in the power of the Holy Spirit shapes lives.</p> <p>Some children will be able to describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.</p>
--	---	--	---	---



			<p>power of the Holy Spirit and how it shapes the lives of Christians.</p> <p>Some children will begin to engage with and respond to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life</p>	
Key Church teachings	<ul style="list-style-type: none"> • The appearance of Jesus after the Resurrection. • The Ascension, when Jesus returns to his Father. • The first three Glorious Mysteries of the Rosary. • Pentecost: the coming of the Holy Spirit. • How the Church celebrates Pentecost. • Prayer to the Holy Spirit. • Symbols of the Holy Spirit and their meaning. • The gifts of the Holy Spirit. • The inspiration of the Holy Spirit in the lives of Christians. 	<ul style="list-style-type: none"> • The descent of the Holy Spirit on Our Lady and the apostles. • The feast of Pentecost. • The power of the Holy Spirit. • The gift and guidance of the Holy Spirit. • The witness to the Resurrection of Peter and John. • The journeys of St Paul. • The beginning and growth of the Christian Church. 	<ul style="list-style-type: none"> • The teaching of the Risen Lord on the road to Emmaus. • The beginning of the Church at Pentecost. • The Holy Spirit strengthens and transforms the lives of Christians. • The fruits of the Holy Spirit. • The Holy Spirit. • The prayer Come Holy Spirit. • The conversion of Saul. • Some of the letters of Paul. • The Spirit at work in God's family. • Jesus Christ lives in and acts through the Church. 	<ul style="list-style-type: none"> • Post-Resurrection appearances of Jesus. • Jesus' promise of the Holy Spirit. • The Ascension of Jesus. • The choice of Stephen who was to be the first martyr. • The power of the Holy Spirit. • The role of service of deacons. • The conversion and witness of Lydia in Acts. • Modern witnesses to the Good News. • The moral life of Christians is sustained by the Holy Spirit.

Important Notes:

The statements on this document are taken from the diocesan end of year expectations (and are on insight) and from the Come and See teacher books.



God shines within our hearts. Jesus walks by our side. The Holy Spirit gives us strength

Religious Education - Progression of Key Skills and Knowledge - EYFS to Year 6

Plus additional notes have been made for clarification.



**St Ralph
Sherwin**
Today Rather Than Tomorrow