

# Corpus Christi Catholic Primary School

## Religious Education Overview 2022-23



Over the course of the academic year we will be following the God Matters document as a starting point for our RE provision across the school.

Please use guidance from EY, YR2, 4 and 6 to plan the RE learning journey

Unit	Dates	Weeks	Display (Must be consistent within phases)
Our School Mission	5-16 September	2	Mission statement up in all classes all year
St Bernadette	8th September	1 day	
Creation	19 September – 14 October	4	Green and Blue Display
Focus Week: Other Faiths (see overview)	18-22 October	1	
October half term			
Catholic Social Teaching	1 November– 25 November	4	Green and Blue Display
Advent	28 -16 December	3	Purple backing Gold border
Christmas Holidays			
Christmas	3-13 January	2	Gold backing Black border
Revelation	16 Jan – 10 February	5	Gold backing Green border
February half term			
Lent	20 February - 24 March Lent begins on the 22nd February	5	Purple backing Black border
Focus Week: Holy Week	27 March-1 April	1	
Easter Holidays (Easter Sunday 4 <sup>th</sup> April)			
Easter	17 April – 12 May	4	White backing Yellow border
Week of Mary	15-19 May	1	
May Half term - Pentecost and Mission units starts before half term			

Pentecost & Mission	22 May --23 June	4	Gold and Red Display
Focus Week: Other Faiths	26 June-1 July	1	
Sacraments	3 July – 21 July	3	Green backing Blue border

### Expectations and overview of the provision of Religious

To ensure consistency in the delivery of Religious Education across the school it is expected that that all following points are in evidence for every phase / class. All the following points are identified in our Corpus Christi's non-negotiable document.



#### **Timetables:**

- Should show how 10% of curriculum time is being dedicated to the delivery of RE - eg 2 timetabled sessions per week. This means 2 hours for EY/KS1 and 2.5hours for KS2

#### **Planning of RE:**

- All units of work are planned by an experienced member of each phase.
- The school template for RE planning to be used across all phases
- All units should start with a key question that drives the learning - throughout the unit, this should be referred to and answered. Last lesson of each unit should assess the children's understanding of and response to the the key question.
- The planning template should be completed in full before the teaching of the unit commences so that all staff are clear on the journey of learning.
- Planning document to be saved in the correct year group section on the shared area: T:2022-2023 planning, for all staff to access
- Planning of RE should identify the teaching of AT1 and AT2 every week.

#### **Books:**

Individual RE books:

- Each topic to begin with the relevant topic page title and all work after that title page to link to the topic
- Date, L.O. present for all children (handwritten or stuck in according to need)
- Accurate spelling of religious vocabulary - mistakes are highlighted and corrected by the child. Capital letters used for God and other names
- High presentation throughout the book
- At least 4 pieces of work for each topic
- Wide variety of activity and task that meets the need of the individual
- Pupils should respond to comments that are given as feedback
- Work within book is consistent with (if not higher than) other subjects
- Add written response or prayers from collective worship either children's or quotes

#### **Learning wall/ Display:**

- This must reflect the liturgical colour and include the title of the “God Matters” topic and key vocabulary
- Have examples of pupil work that builds throughout the topic, showing the learning journey - this could be in the form of post-it notes or speech bubbles that summarise key learning from each lesson or captures a pupil’s response
- Invite pupil response

**Holy Table:**

- Be kept tidy and clearly visible in the room
- should reflect the appropriate liturgical colour and season
- should include a candle and a Bible
- have the ‘take away’ from the Monday worship
- encourage pupil response and interaction

**Daily Prayer:**

- Prayers should be said at the beginning and end of the day and before lunch time.
- A copy of these prayers are to be displayed in your classroom.

What follows is the long term plan for RE for the year. The RE standards that we were trialling last year have been plotted out across the RE topics to ensure coverage and breadth throughout the year.

Scripture must be taken from the supplementary guidance that accompanies God Matters and the use of ‘Religious words and Phrases’ must be used through all Units of Work. Accompanying the RE standards are Big Questions – means of encouraging pupils to talk about and explore our faith



Long term plan

Early years	Year 1/2	Year 3/4	Year 5/6
<b>Creation</b>			
<ul style="list-style-type: none"> <li>● Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>● Sing songs; make music and dance to express religious stories.</li> <li>● Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>● Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>● Show sensitivity to others' needs and feelings.</li> <li>● Talk about how they and others show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious stories</li> <li>● Retell from any form a narrative that corresponds to the scripture source used</li> <li>● Recognise that people act in a particular way because of their beliefs</li> <li>● Say what they wonder about</li> <li>● Talk about their own feelings, experiences and the things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>● Make links between beliefs &amp; life, giving reasons for actions and choices</li> <li>● Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>● Describe, with increasing detail and accuracy: the life and work of key figures in the history of the People of God</li> <li>● Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>● Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Show understanding of, by making links between beliefs &amp; life</li> <li>● Show a knowledge and understanding of:</li> <li>● the life and work of key figures in the history of the People of God</li> <li>● those actions of believers which arise as a consequence of their beliefs</li> <li>● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>● Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
<b>Prayers Saints and Feasts</b>			
<ul style="list-style-type: none"> <li>● Read and understand simple sentences from scripture or from their own religious stories</li> <li>● Share religious stories they have heard and read with others.</li> <li>● Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious beliefs</li> <li>● Recognise key people in the local, national and global Church</li> <li>● Describe different roles of some people in the local, national and global Church</li> <li>● Say what they wonder about</li> <li>● Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>● Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>● Make links between: <ul style="list-style-type: none"> <li>- beliefs &amp; sources, giving reasons for beliefs</li> <li>- beliefs &amp; life, giving reasons for actions and choices</li> </ul> </li> <li>● Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>● Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>● Show a knowledge and understanding of:</li> <li>● a range of religious beliefs</li> <li>● the life and work of key figures in the history of the People of God</li> <li>● Show understanding of, by making links between beliefs &amp; sources</li> <li>● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>

			<ul style="list-style-type: none"> <li>● Use sources to support a point of view</li> </ul>
<b>Advent</b>			
<ul style="list-style-type: none"> <li>● Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>● Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</li> <li>● Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>● Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>● Talk about past and present events in their own lives and in the lives of family members.</li> <li>● Talk about how they and others show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious stories</li> <li>● Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>● Recognise key figures in the history of the People of God</li> <li>● Describe some of the actions and choices of believers that arise because of their belief</li> <li>● Talk about their own feelings, experiences and the things that matter to them</li> </ul> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<ul style="list-style-type: none"> <li>● Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- religious symbols and the steps involved in religious actions and worship</li> </ul> </li> <li>● Make links between: <ul style="list-style-type: none"> <li>- beliefs &amp; worship, giving reasons for actions and symbols</li> </ul> </li> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>● Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>● Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>● Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>● Show understanding of, by making links between: <ul style="list-style-type: none"> <li>-beliefs &amp; worship</li> </ul> </li> <li>● Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>- the life and work of key figures in the history of the People of God</li> </ul> </li> <li>● Express a point of view and give reasons for it</li> <li>● Recognise difference, comparing and contrasting different points of view</li> </ul>
<b>Christmas</b>			
<ul style="list-style-type: none"> <li>● Listen and talk about key figures in the history of the People of God.</li> <li>● Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.</li> <li>● Talk about their own and others' behaviour and its consequences.</li> <li>● Confidently speak in a familiar group and talk about their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious signs and symbols used in worship</li> <li>● Describe some religious symbols and the steps involved in religious actions and worship</li> <li>● Say what they wonder about</li> <li>● Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> </ul> </li> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- religious symbols and the steps involved in religious actions and worship</li> </ul> </li> <li>● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>● Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>● Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>-what it means to belong to a church community</li> <li>-religious symbols and the steps involved in religious actions and worship</li> <li>-those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>

			<ul style="list-style-type: none"> <li>• Arrive at judgements</li> </ul>
Revelation			
<ul style="list-style-type: none"> <li>• Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> <li>• Share religious stories they have heard and read with others.</li> <li>• Write simple sentences about religious stories using phrases or words which can be read by themselves and others</li> <li>• Show sensitivity to others' needs and feelings.</li> </ul> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise religious signs and symbols used in worship</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> </ul> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</p> <ul style="list-style-type: none"> <li>• Make links between: <ul style="list-style-type: none"> <li>- beliefs &amp; sources, giving reasons for beliefs</li> </ul> </li> <li>• Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>• a range of religious beliefs</li> <li>• religious symbols and the steps involved in religious actions and worship</li> </ul> </li> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>• Express a point of view</li> <li>• Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>• Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>• a range of religious beliefs</li> <li>• the life and work of key figures in the history of the People of God</li> <li>• religious symbols and the steps involved in religious actions and worship</li> <li>• those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>• Show understanding of, by making links between beliefs &amp; life</li> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul> <p>Show an understanding of how own and other's decisions are informed by beliefs and moral values</p> <ul style="list-style-type: none"> <li>• Express a point of view and give reasons for it</li> </ul>
Lent			
<ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>• Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>• Read and understand simple sentences from scripture or from their own religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and global Church</li> <li>• Say what they wonder about</li> </ul>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</p> <ul style="list-style-type: none"> <li>• Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- different roles of people in the local, national and global Church</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> <li>- what it means to belong to a church community</li> <li>- religious symbols and the steps involved in religious actions and worship</li> </ul> </li> <li>- Show understanding of, by making links</li> </ul>

<ul style="list-style-type: none"> <li>● Write simple sentences about religious stories using phrases or words which can be read by themselves and others</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>	<p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p>	<ul style="list-style-type: none"> <li>● Make links between: <ul style="list-style-type: none"> <li>- beliefs &amp; worship, giving reasons for actions and symbols</li> </ul> </li> <li>● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose <ul style="list-style-type: none"> <li>● Express a point of view</li> <li>●</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- between beliefs &amp; life</li> <li>- Between beliefs &amp; worship</li> <li>● Express a point of view and give reasons for it</li> </ul> <p>Recognise difference, comparing and contrasting different points of view</p>
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**Holy Week**

<ul style="list-style-type: none"> <li>● Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>● Sing songs; make music and dance to express religious stories.</li> <li>● Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>● Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</li> <li>● Listen, talk about and role play how people behave in the local, national and global church community.</li> </ul> <p>Talk about past and present events in their own lives and in the lives of family members.</p>	<ul style="list-style-type: none"> <li>● Recognise religious stories</li> <li>● Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>● Recognise religious beliefs</li> <li>● Recognise that people act in a particular way because of their beliefs</li> <li>● Talk about their own feelings, experiences and the things that matter to them</li> </ul> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<ul style="list-style-type: none"> <li>● Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> </ul> </li> <li>● Make links between: <ul style="list-style-type: none"> <li>beliefs &amp; life, giving reasons for actions and choices</li> </ul> </li> <li>● Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>● Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>● what it means to belong to a church community</li> <li>● Show understanding of, by making links : between beliefs &amp; life <ul style="list-style-type: none"> <li>between beliefs &amp; worship</li> </ul> </li> </ul> </li> <li>● Show a knowledge and understanding of the life and work of key figures in the history of the People of God</li> <li>● Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>● Use sources to support a point of view and give reasons for it.</li> </ul>
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**Easter**

<ul style="list-style-type: none"> <li>● Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>● Read and understand simple sentences from scripture or from their own religious stories</li> <li>● Share religious stories they have heard and read with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious stories</li> <li>● Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>● Describe some of the actions and choices of believers that arise because of their belief</li> <li>● Recognise religious signs and symbols used in worship</li> </ul>	<ul style="list-style-type: none"> <li>● Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>● Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> </ul> </li> <li>● the life and work of key figures in the history of the People of God</li> <li>● Make links between:</li> </ul>	<ul style="list-style-type: none"> <li>● Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>● Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>-a range of religious beliefs</li> <li>--religious symbols and the steps involved in religious actions and worship</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>● Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>● Show sensitivity to others' needs and feelings.</li> <li>● Talk about how they and others show feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some religious symbols and the steps involved in religious actions and worship</li> <li>● Say what they wonder about</li> </ul> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p>	<p>beliefs &amp; worship, giving reasons for actions and symbols</p> <ul style="list-style-type: none"> <li>● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>● Express a preference</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>● Arrive at judgements</li> </ul>
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**Mary Week**

<ul style="list-style-type: none"> <li>● Listen, talk about and role play how people behave in the local, national and global church community.</li> <li>● Listen and talk about key figures in the history of the People of God.</li> <li>● Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play understanding of the scripture source used.</li> <li>● Show understanding of, by making links between beliefs &amp; sources</li> <li>● Express a point of view and give reasons for it.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise key figures in the history of the People of God</li> <li>● Describe the life and work of some key figures in the history of the People of God</li> <li>● Say what they wonder about</li> <li>● Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>● religious symbols and the steps involved in religious actions and worship</li> <li>● Make links between: beliefs &amp; sources, giving reasons for beliefs</li> <li>● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>● Express a preference</li> <li>● Use a given sources to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>● Show understanding of, by making links between beliefs &amp; sources</li> <li>● Use sources to support a point of view</li> <li>● Express a point of view and give reasons for it</li> </ul>
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**Pentecost and Mission**

<ul style="list-style-type: none"> <li>● Sing songs; make music and dance to express religious stories.</li> <li>● Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>● Develop their own narratives and explanations of religious stories by</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise key people in the local, national and global Church</li> <li>● Describe different roles of some people in the local, national and global Church</li> <li>● Describe some of the actions and choices of believers that arise because of their belief</li> </ul>	<ul style="list-style-type: none"> <li>● Make links between: <ul style="list-style-type: none"> <li>- beliefs &amp; life, giving reasons for actions and choices</li> <li>- religious symbols and the steps involved in religious actions and worship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Describe complex scripture passages in a way that shows understanding of the scripture source used.</li> <li>● Show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</li> <li>● Show understanding of, by making links</li> </ul>
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<p>connecting ideas or events to the scripture source used.</p> <ul style="list-style-type: none"> <li>● Read and understand simple sentences from scripture or from their own religious stories</li> <li>● Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul> <p>Give their attention to what others say and respond appropriately.</p>	<ul style="list-style-type: none"> <li>● Recognise religious signs and symbols used in worship</li> <li>● Describe some religious symbols and the steps involved in religious actions and worship</li> <li>● Recognise religious beliefs</li> <li>● Say what they wonder about</li> <li>● Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>● Describe, with increasing detail and accuracy:</li> <li>● a range of religious beliefs</li> <li>● those actions of believers which arise as a consequence of their beliefs</li> <li>● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul> <p>Express a point of view</p>	<ul style="list-style-type: none"> <li>- between beliefs &amp; sources</li> <li>- between beliefs &amp; life</li> <li>● Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>● Recognise difference, comparing and contrasting different points of view</li> </ul>
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**Sacraments**

<ul style="list-style-type: none"> <li>● Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>● Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>● Read and understand simple sentences from scripture or from their own religious stories</li> <li>● Share religious stories they have heard and read with others.</li> <li>● Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>● Give their attention to what others say and respond appropriately</li> <li>● Confidently speak in a familiar group and talk about their ideas.</li> </ul> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<ul style="list-style-type: none"> <li>● Recognise religious stories</li> <li>● Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>● Recognise key figures in the history of the People of God</li> <li>● Recognise key people in the local, national and global Church</li> <li>● Describe different roles of some people in the local, national and global Church</li> <li>● Talk about their own feelings, experiences and the things that matter to them</li> <li>● Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>● Describe, with increasing detail and accuracy:</li> <li>● different roles of people in the local, national and global Church</li> <li>● Describe, with increasing detail and accuracy:</li> <li>● a range of religious beliefs</li> <li>● those actions of believers which arise as a consequence of their beliefs</li> <li>● Make links between:</li> <li>● beliefs &amp; sources, giving reasons for beliefs</li> <li>● Make links to show how feelings and beliefs affect their behaviour and that of others</li> <li>● Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>● Show a knowledge and understanding of:</li> <li>-a range of religious beliefs</li> <li>-what it means to belong to a church community</li> <li>● Show understanding of, by making links</li> <li>- between beliefs &amp; sources</li> <li>- between beliefs &amp; worship</li> <li>● Show understanding of how own and other's decisions are informed by beliefs and moral values</li> <li>● Use sources to support a point of view</li> <li>● Express a point of view and give reasons for it</li> </ul>
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Scriptures and Big Question coverage

Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Creation</b>						
<b>'How can we find out about God's Creation and give Him thanks?'</b>	<b>'What happened when God created the world? How can we praise him?'</b>	<b>'How do people and stories in the Old Testament inspire us to look after God's creation?'</b>	<b>'How are we called to a New Life?'</b>	<b>'What does it mean that we are all made in the image and likeness of God?'</b>	<b>'How should we live as one of the People of God?'</b>	<b>'Is it easy being one of the 'People of God'?'</b>
Children's version of the Creation story.  Isaiah 43: 1-3 <i>"Do not fear, for I have redeemed you; I have summoned you by name; you are mine."</i>	Genesis 1:1 to 2:4 – Creation Story  Psalm 136 "Give thanks to the LORD, for he is good. His love endures forever..."	Genesis 6: 9 -22 – Noah and the Flood  Jonah ch.1 & 2 – Jonah and the Whale	Lk 3:21-22 (Baptism of Jesus)  Mk1:9-11 (Baptism of Jesus)  Mk 3:13-19 (The call of the disciples)	Genesis 1:26-31 <i>"then God said, "Let us make mankind in our image, in our likeness..."</i>  Genesis 22: 1-19 Story of Abraham and his sacrifice  Genesis 37:1-36 Story of Joseph	Genesis 1:1 – 2:4 (Creation – first account)  Genesis 2:5 – 23 (Creation – second account)  Colossians 3:12-17 (People of God)  Mt 5: 1 – 12 (Sermon on the Mount: Beatitudes)	Exodus 16: 1-18 – Moses  Exodus 20: 1 – 17 – 10 Commandments  Genesis 4: 1-13 – Cain and Abel
<b>Prayers Saints and Feasts</b>						

<b>'How do others show they love and care for us, how can we show we care about them?'</b>	<b>'How can prayer and the saints help us to get to know God better?'</b>	<b>'How can the examples of Mary and the saints show us how to respond to the call of Jesus?'</b>	<b>'How can we seek and bring about forgiveness?'</b>	<b>How should we pray?</b>	<b>How do the Saints guide us in carrying out Jesus' work today?</b>	<b>How do examples of Mary and the Saints inspire us?</b>
John 2:1-11 - The wedding feast of Cana  Luke 2:41-52 - The finding of Jesus in the temple  John 14:2-4 – My Father's house has many rooms.	Psalms 100 and 150  These are both praise psalms.	John 2:1-12 - Wedding Feast of Cana  Matthew 2:13-15 Journey into Egypt  Mark 2:13-17 Dinner at Levi's house	Luke 19:1-10 – Story of Zacchaeus	Luke 10:38-42 – Martha and Mary  Luke 2:41-51 – Jesus in the Temple  Deuteronomy 6:4-9 – Prayer of Shema  Luke 11:1-4 – The Our Father	Luke 18:35-43 - Healing of the blind man  James 5:13-16 – Prayer of Faith	Revelation 7:2-4, 9-14  "Salvation belongs to our God, who sits on the throne, and to the Lamb."

**Advent**

<b>How should we get ready for Christmas?</b>	<b>How will our Journey through advent, help us getting ready for Jesus?</b>	<b>How can we help prepare a way for the Lord?</b>	<b>Why is Mary an important guide for us during Advent?</b>	<b>'How does the Old Testament help us in understanding Advent?'</b>	<b>How does John the Baptist help us prepare during Advent?</b>	<b>How should we use Advent to prepare, be ready and alert?</b>
	Luke 1 – Annunciation  Matthew – chapters 1 and 2 Joseph's dream	Isaiah 7:14 - <i>Therefore the Lord himself will give you<sup>[a]</sup> a sign: The virgin<sup>[b]</sup> will conceive and give birth to a son, and<sup>[c]</sup> will call him Immanuel</i>  Luke 1:8-23 – Zechariah and the angel  Luke 3: 1-17 – John the Baptist prepares the way	Luke 1: 26 – 38 – Annunciation  Luke 1: 39 – 56 – Mary visits Elizabeth  Luke 1: 46 – 56 – The Magnificat	Matthew 1: 1 – 16 – The family ancestors of Jesus  1 Samuel 16: 1 – 13 Samuel anoints David  Isaiah 7:14 – 15  Isaiah 11:1-2 – Jesse roots  Jeremiah 30: 21 - 22 "So you will be my people, and I will be your God."	Micah 5:2  Jeremiah 23:5-6  Ezekiel 34:23-24 Lk 1:5-25 & 57- 80  Mk 1:1-8 "I will send my messenger ahead of you, who will prepare your way"  Lk 3:1-18 John the Baptist prepares the way	Matthew 25:1 – 13 (Parable of the Bridesmaids)  Luke 12:35 – 40 (Parable of the servant waiting for the master to return)  Micah 5:1-2 Isaiah 7:14 Isaiah 9:5 - 6

**Christmas**

<b>'What happened in the first Christmas?'</b>	<b>'How was the birth of Jesus different from our own births?'</b>	<b>'Which are the key journeys in the Christmas story?'</b>	<b>What part do the shepherds play in the Christmas story?</b>	<b>Who are God's messengers?</b>	<b>'How can the circumstances of Jesus' birth inspire our actions today?'</b>	<b>'What more can we learn from the Bible accounts of Christmas?'</b>
Matthew 1:18-25 The Birth of Jesus  Luke 2:1-20 The Birth of Jesus - Shepherds  Lk 1:26-38 – The Annunciation	Luke 1:26-38 The Annunciation  Luke 2:1-20 The Birth of Jesus  Matthew 2: 1-12 The Wise Men	Luke 1:26-38 The Annunciation  Matthew 1:18-23 The Christmas Story	Luke 2: 8-20 – The shepherds	Luke 1:5 to 2:20 – Birth of John the Baptist and Birth of Jesus  Matthew 1:18 to 2:21	Matthew 1:18 to 2:23 The Christmas Story	Luke 2:1-20  Matthew 1:18 to 2:23  John 1:1-18

**Revelation**

<b>'How can we be like Jesus and be a shepherd to others?'</b>	<b>'How does Jesus teach us?'</b>	<b>'How do the example and teachings of Jesus show what we should do as one of his followers?'</b>	<b>Does God still call people today and how do they respond?'</b>	<b>'What does it mean to be the 'Light of the World'?''</b>	<b>How does getting to know Jesus help us know God better?'</b>	<b>'How do the examples of Jesus' followers guide us today?'</b>
Matthew 14: 13-21 – Feeding of the five thousand  Mark 10:3-16 – Jesus and the children  Luke 15:3-7 – Parable of the Lost Sheep  John 10:11-18 – Good Shepherd	Luke 10: 25-37 – the Good Samaritan  Luke 15: 11-32 – the Prodigal Son  Luke 15: 1-7 – the Lost Sheep  Matthew 14: 13-21 – Feeding of 5000 –  Matthew 20: 29-34 – the Healing of the Blind Man	John 2: 1-12 – the Wedding Feast of Cana)  Mark 4: 35-41 – the Calming of the Storm  Luke 7: 1-10 – the Healing of the Centurion's Servant  Mark 4: 1-9 – the Parable of the Sower  (Luke 15: 11-32 – the Parable of the Prodigal Son)  Matthew 25: 14-30 – the Parable of the Talents	1 Samuel 3: 1-19  Mark 1: 9-12 – Baptism of Jesus – not studied directly, children may choose it however as one that inspires them.  Luke 2: 22-40 – Presentation	Luke 2: 22-40 – Presentation of Jesus  Matthew 17: 1-8 – Transfiguration of Jesus  John 1: 29-34 – John Testifies About Jesus  John 2: 1-11 - Wedding at Cana  Matthew 4: 17 – Proclamation of the Kingdom of God  Matthew 26: 26-29 - Institution of the Eucharist	Matthew 3:13-17, Mark 1:9-11, Luke 3:21-22, John 1:29-34 – Baptism of Jesus  Matthew 3:1-12  Mark 4:1-9, 13-20 Parable of the sower  Matthew 7:24-27 – Wise and Foolish builders  Luke 6:46-49 Parable of house built on sand  Luke 14:15-24 - Parable of king's wedding feast	Acts 7: 55 to 8:3 – Saul as persecutor  Acts 9: 1-22 – Conversion of St Paul  Matthew 28: 16-20 – The great commission

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<b>Lent</b>						
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‘How can we help others in Lent?’	‘How can we use Lent to get to know God and Jesus better?’	Why is Lent a time for repentance and forgiveness?’	Why is Lent a special time to show compassion?’	‘How can we use Lent to make more space in our lives for God?’	‘Why is change a key theme for Lent?’	‘How can we use Lent to change ourselves for the better?’
Matthew 25: 14 – 30 – The parable of the talents  Mark 10: 46 – 52 – The healing of the blind man	Matthew 4: 1 – 11 – Jesus in the wilderness  Luke 19: 1 – 10 – Zacchaeus Mark 10: 13 – 16 – Jesus and the children  Exodus 20: 1 – 17 – Ten Commandments	Luke 15: 1 – 7 – The parable of the lost sheep  Matthew 18: 21 – 23 – Forgive 70 x 7 Matthew 18: 23 – 35 – Parable of the unforgiving servant  Text of the Our Father	Act of Contrition Luke 7: 11 – 17 – The Widow of Nain  Mark 2: 1 – 12 – Healing of the Paralysed Man	Matthew 4: 1 – 11 – The Temptations of Jesus  Matthew 6: 1 – 8, 16 – 18 – Teaching on prayer, fasting and almsgiving Luke 18: 9 – 14 – Parable of the Pharisee and the tax collector  Matthew 5: 1 – 12 – The Beatitudes	Matthew 4: 1 – 11 Mark 1: 12 – 3 Luke 4: 1 – 13 The Temptations of Jesus  1 Corinthians 13: 4 – 13 – Love is ... Colossians 3: 12 – 15 “Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.”  Ephesians 4: 1 – 13 Unity and maturity of the body of Christ	Luke 16: 19 – 31 – Parable of the rich man and Lazarus  Matthew 5: 1 – 12 and Luke 6: 20 – 26 – The Beatitudes  John 4: 1 – 42 – Samaritan Woman at the Well

<b>Holy Week</b>						
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‘What happened during Holy Week?’	‘What can I find out about what happened to Jesus during Holy Week?’	‘What messages from Holy Week can guide us today?’	‘How do the events of the Last Supper still guide us today?’	‘Why did the crowd turn against Jesus?’	‘How does the story of Jesus driving the traders from the temple help us understand the tensions around Jesus?’	‘What would we have done if we were in the Garden of Gethsemane?’
Children’s version of holy week stories	Luke 19:28-38 – Palm Sunday  Matthew 26:20-29	Matthew 27:32-50 Crucifixion	Mark 14:12-16 Luke 22:7-13 Matthew 26:17-29 - Last Supper	Matthew 21:1-11 Luke 19:28-38 Palm Sunday	Luke 19:28-40 Matthew 21:12-13 John 12:12-19 John 13:1-19	Luke 22:39-53 Luke 22:54-62 Matthew 27:1-54 Luke 22:66 to 23:49

	Mark 14: 17-25 Luke 22:14-23 Last Supper  John 13:1-15 Washing of the Feet	John 13:1-15 Washing of the feet  John 15:12 “My command is this: Love each other as I have loved you”	John 13:1-20 – Washing of the feet	Matthew 26:47 – 27:54 – The arrest	Mark 14:12-26 Exodus chapters 12 and 13	
Easter						
<b>‘Why is Easter a time for hope and joy?’</b>	<b>‘What does it mean to be a witness for Jesus?’</b>	<b>‘How can we share and use what we learn about Easter to help others?’</b>	<b>‘Why is it good to find the time to share a meal?’</b>	<b>‘Where does the Easter journey take us?’</b>	<b>How can the Easter Triduum guide and inspire us?</b>	<b>‘Why is the Resurrection such an important event for Christians?’</b>
The Easter story from a children’s bible	Acts of the Apostles 2:14-36  Mt 28:1-10 The resurrection	Luke 24:1-12 (Resurrection account)  John 20:1-18 (Resurrection account)  John 20:24-29 (Doubting Thomas)	Matthew 28: 1 – 10 (Easter Story)  John 21: 1-14 (Breakfast on the shore)  Matthew 14: 13-21 (Feeding of the 5000)	Resurrection Accounts Matthew 28: 1 – 10 Mark 16: 1-5 Luke 24: 1-43 John 20: 1-12  Luke 24: 13-35 (Road to Emmaus)	Easter Vigil Service John 11: 17-44 (Lazarus)	John 20:19-29 (Doubting Thomas)  John 6:37-40 (Jesus and eternal life)  1 Thessalonians 4:13-18 (About those who have died.)  Revelation 21:1-7 (The new heaven and new earth.)  2 Timothy 2:8-12 (The promise of eternal life.)

Pentecost and Mission						
What should the friends of Jesus do?	Why did the Holy Spirit come at Pentecost?	What promise did Jesus keep at Pentecost?	How are you transformed by the Holy Spirit?	How do Christians give witness to the Good News?	In what ways does the Holy Spirit transform lives?	Where can we see the Holy Spirit at work?
Acts 2:1-13 (Coming of the Spirit)	Acts 2: 1-4 (Coming of the Holy Spirit) Mt 28: 16-20 (Sending out of the disciples - The Great Commission)	Genesis 9:8-17 (The promise God made to Noah) Acts 2:1-10 (Coming of the Spirit) John 16:7-15 (The promise of the Spirit) Mt 1:20-23 (The promise of the Birth of Jesus)	Genesis 9:8-17 Acts 2:1-15 (The Holy Spirit comes at Pentecost) Acts 9:3-20 (The Conversion of St. Paul)	Acts 2:1-12 (The Holy Spirit comes at Pentecost) St. Paul's letters to the Colossians 3:12-17 (Clothe yourselves in the gifts from the Holy Spirit) Genesis 1:1-2 (Divine wind) Isaiah 61:1-4 (The Spirit of God is upon me) Luke 1:34-36 (The Holy Spirit will come upon you) Matthew 3:13-17 (Filled with the Holy Spirit) Luke 4:1-2 (Filled with the Holy Spirit)	Acts 2:1-13 & 38-47 (The Holy Spirit comes at Pentecost) Acts 2: 14-21 (Peter's message to the crowd) 2 Corinthians 5:17-20 (Being a follower of Jesus and making friendships) John 14:16-17 (The Holy Trinity)	Acts 2:1-4 9 (The Coming of the Holy Spirit (to the disciples)) Jn 20:19-23 (Jesus appears to his disciples (in a locked room)) Galatians 5:22-23 (Fruits of the Spirit)

Sacraments						
'How is God with us as we grow?'	'How can we follow Jesus' example and make people feel better?'	'How do promises and symbols help us to better understand the Sacraments?'	'How does Jesus feed his followers?'	'How am I called to serve?'	Why are Holy Orders and Matrimony sacraments of service/vocation?'	'How do the sacraments support and guide us on our Christian Journey?'
Presentation of Jesus (Baptism) Zacchaeus (Reconciliation) Feeding of 5000 (Eucharist) Pentecost (Confirmation) Wedding Feast of Cana (Matrimony) Calling of Disciples (Holy Orders) Cure of the Blind Man (Sacrament of the Sick)	John 8:1-11 The stoning of the sinful woman. Matthew 9:18-19, 23-26 The healing of the official's daughter.	Baptism of Jesus Last Supper	Luke 9:10-17 Feeding of the 500	Exodus 3:1-20 Moses 1 Samuel 16:1-3 God choosing David	Tobit 8:5-7 Wedding prayer of Tobias and Sarah	Revelation 21:10-14 "And he carried me away in the Spirit to a mountain great and high, and showed me the Holy City, Jerusalem, coming down out of heaven from God."

Other Faiths:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Autumn term	<b>Judaism</b> Looks at how Jesus followed the Jewish faith and explores how Jewish people attend a synagogue	<b>Islam</b> Explores the faith of Islam and how Muslims pray five times a day.	<b>Sikhism</b> Introduces the Sikh religion and introduces Guru Nanak.	<b>Islam</b> Islamic belief of Muhammed as the Last Prophet.	<b>Hinduism</b> The Hindu feast of Holi is studied.	<b>Judaism</b> Examines the importance of Yom Kippur in the Jewish religion	<b>Hinduism</b> Looks at symbolism in Hinduism.  Explores the Hindu festival of Diwali
Summer term	<b>Judaism</b> Looks at the Torah and the Jewish faith.	<b>Islam</b> Looks at Islam and the feast of Ramadan.	<b>Sikhism</b> Looks at the three duties of a Sikh.	<b>Islam</b> Looks at importance of peace through the five pillars of Islam. Looks at the importance of the pilgrimage to Mecca for Muslims.	<b>Hinduism</b> Looks at initiation rites of the Hindu and other religions. Explores Hindu worship.	<b>Judaism</b> Explores the importance of 'shalom' and the Sabbath in the Jewish faith. Explores the history of the Jewish faith.	<b>Hinduism</b> Explores the Hindu belief in reincarnation.
Objectives	<ul style="list-style-type: none"> <li>• Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>• Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.</li> </ul> <p>Confidently speak in a familiar group and talk about their ideas</p>	<ul style="list-style-type: none"> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise religious signs and symbols used in worship</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> <li>- religious symbols and the steps involved in religious actions and worship</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>• Use a given source to support a point of view</li> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show a knowledge and understanding of: <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> <li>- what it means to belong to a church community</li> <li>- religious symbols and the steps involved in religious actions and worship</li> </ul> </li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> </ul>			

