Topics are per the Come and See scheme of work but St. Anne's tailor this year on year to meet the needs of the curriculum as well as following the Liturgical Year as closely as possible.

Topic 1 DOMESTIC CHURCH - FAMILY

Topic 2 **BAPTISM / CONFIRMATION** BELONGING

Topic 7

ENTECOST - SERVING

Topic 8

RECONCILIATION - INTER-RELATING

Topic 9 **UNIVERSAL CHURCH - WORLD**

World Religions are also taught across year groups and can be found on the RE Overview.

Topic 3

ADVENT / CHRISTMAS - LOVING

Topic 4

LOCAL CHURCH - COMMUNITY

Topic 5

EUCHARIST - RELATING

Topic 6

LENT/EASTER - GIVING



TOPIC 1 DOMESTIC CHURCH – FAMILY

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	MYSELF	FAMILY	BEGINNINGS	HOMES	PEOPLE	OURSELVES	LOVING
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:
	The importance of my name – Explore	The love and care shown in the family — Explore	The many beginnings each day offers — Explore	The joys and sorrows of being a family at home – Explore	Our family trees – Explore	A deepening awareness of 'Who I am' — Explore	The love and care of people – Explore
	God knows and loves me and each one by name – Reveal	God's love and care for every family – Reveal	God is present in every beginning – Reveal	God's vision for every fam <mark>ily – Reveal</mark>	The family of God in Scripture — Reveal	Ou <mark>rs</mark> elves as made in the image and likeness of God – Reveal	God's love is unconditional and never ending – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above — Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond
AT1	The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise	The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also beginning to recognise many	The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i) The pupil is able to describe many religious signs,	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 to religious beliefs. (i) They are	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them	The pupil can describe and show under-standing of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i)

and describe	religious signs	symbols and	also able to	The pupil can	to show	The pupil can use
special times or	and symbols and	actions used in	describe most	use a	understanding. (i)	religious terms to show
events for	use some	prayer and Liturgy (ii)	religious signs,	developing	The pupil can use a	an understanding of
family and	religious words	The pupil is able to	symbols and actions	religious	developing religious	many different liturgies.
friends. (ii)	and phrases. (ii)	describe and give	using appropriate	vocabulary to	vocabulary to give	(ii) The pupil can show
They can	They are able to	many examples of	religious words and	give reasons	reasons for most	some understanding of
capture	recognise that	ways that people	phrases and give	for many	religious actions and	how religious belief
religious	people act in a	with religious beliefs	reasons for some	religious	symbols , within	shapes life in different
experiences and	particular way	live their lives	of these. (ii)	actions	different liturgies. (ii)	ways. (iii)
respond by	because of their	because of their	They are able to	&symbols . (ii)	The pu <mark>p</mark> il can give	
using a range of	religion. (iii)	religious belief. (iii)	describe and give	Give religious	religious reasons for	
media. (iii)			examples of many	reasons for	most actions by	
			ways that people with		believers and begin to	
			religious beliefs behave	believers. (iii)	show h <mark>ow</mark> they	
		TON	in their everyday lives		shape b <mark>elievers</mark> '	
			and give some		lives. (iii)	
			reasons for their			
	MAKIN		actions. (iii)		ED DAY	
			DRROW	ARFII	ER DAY	
			JKKUWI			
				/		
				<i>J</i>)	7	
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AT2 (On-going)	The pupil is aware of their own feelings and knows that some actions and words can hurt others. (i) They learn new religious vocabulary (ii)	The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon some things they wonder about and speak about these. (ii)	The pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)	The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that	how feelings &	The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer.	The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)
		MAKIN	G TOMO	cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)	A BETT	The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii)	

AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)	Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).	Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.	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.	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.	Express different points of view. Use sources to support some points of view. Arrive at judgements.
Scripture	Isaiah 43: 1-2 Psalm 131	Psalm 63: 6-9 Psalm 16: 7-9 Psalm 28: 6-8 Luke 12: 27-30	Genesis 1: 3, 9, 20, 24-26 Psalm 8: 3-11 Psalm 139: 14-18 Psalm 19: 1-5 – Ephesians 1: 3-5	Romans 12: 8-13 Ephesians 5: 1-9 and 6: 1-4 Luke 2: 39-40 John 13:34-35 Cot 3:12-17	Matthew 1: 1- 17 Mt 2: 13-15, 19- 23, Lk 2: 40-51, Mk 1: 14-20 Genesis 12: 1-8, 18 Genesis 21: 1-7 Genesis 25: 20- 27 Genesis 35: 9- 15, 23-26 Genesis Ruth 1: 2-7, 16, 17 1 Kings 1, 2,	Genesis 1: 26 –28 – Colossians 3: 10 -11 Colossians 3: 12-17 – Philippians 4: 4-9 – Hosea 11: 1-4	Isaiah 40: 1-5,9- 11,28-31 — Psalms 23 and 136 Luke 15: 11-32 Matthew 5: 1-12, 44- 48 John 15: 9-14 Ephesians 4:26, 31- 32 Titus 3: 4-8

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Vocabulary	myself, name,	family, belong, God, love, care,	beginning, new start,	home, love, family,	chosen people,	qualities, talents,	unconditional,
	Christian, first	, , ,	family, friend, creation,	difference, respect, joys,	siblings, relations,	unique, gifts, challenge,	forgiveness, mercy,
	name, family	different, God's children,	psalm, litany	sorrows, community,	ancestors,	joys, happiness	prodigal, parable, reconciliation
	name, class name,	psalm, family of		family	generations, Old	responsibility, dignity, image, peacemaker	reconcultuori
	precious,	God, response			Testament, roots,	иниде, решсениже	
	parent, God,	Oou, response			family tree,		
	love, loving				genealogy,		
	parent, prayer				nomad, nomadic		
	parent, prager				Tionicac, Tionicacae		
Liturgical	Morning, night	Litany, Responses	Litany, Responses Place	Morning and Evening		Litany	Litanies
links/ Prayers	prayer. Prayer of	Place for prayer	for prayer	prayers			
	thanksgiving for						
	making me 'me'.						
	Introduction to						
	grace before	AAICH				DAV	
	and after meals	MAKING	TOMOR	DOWAR	ETTER	DAY	
	0			KUW Ar			1
Songs/	If I were a				Song of Ruth:	God Beyond All Names You	Let there be love
Hymns	butterfly				Wherever you go,	Have Called Us By Our	shared among us
	My God Loves				I will go.'Songs	Name	This is My Body
	Me				from Joseph	You Are Mine Lord,	Though the Mountains
	Good Morning Lord				and his	You Are Near	may fall
					Amazing	God Has Chosen Me	The Kingdom of Heaven
		X			Technicolour Dragge aget		Love Changes Everything
				/	Dreamcoat		Everything I do Love is all around
					,		Love is an around

TOPIC 2

BAPTISM / CONFIRMATION - BELONGING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
							*
	WELCOME	BELONGING	SIGNS & SYMBOLS	PROMISES	CALLED	LIFE CHOICES	VOCATION & COMMITMENT
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:
	What it is to welcome and be welcomed – Explore	Belonging to different groups – Explore	The love and care shown in the family- Explore	Belonging to a group involves promises and rules— Explore	The response to being chosen — Explore	Showing care and commitment – Explore	Commitment in life – Explore
	Baptism: a welcome to God's family – Reveal	Baptism an invitation to belong to God's family – Reveal	Signs & symbols in Baptism – Reveal	Promises made at Baptism – Reveal	Confirmation: a call to witness – Reveal	Marriage commitment and service – Reveal	The vocation of priesthood and religious life – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond
AT1 (On-going)	The pupil is able to listen to religious	The pupil is able to recognise some elements of	The pupil is able to retell accurately	The pupil is able to use their own words to accurately retell	The pupil can make links between	The pupil can securely make links between	The pupil can describe and show under-standing of some religious sources, beliefs, ideas, feelings and
	stories with	religious stories	many key	stories	many religious	most religious	experiences, making links between
	increasing	and the people and	elements from	<mark>about reli</mark> gious	stories and	stories and people	them. (i)
	attention and	events within. (i)	stories within		people they	they have	The pupil can use religious terms
	recall. (i)	They are also	the Old and		have	shared/learnt	to show an understanding of many

 They can	beginning to	New Testament	events and	shared/learnt	about and beliefs, and begin	different liturgies. (ii) The pupil can
recognise and	recognise many	(i) The pupil is	people and has	about and	to describe them to show	show some understanding of
describe special	religious signs	able to	begun to link	beliefs. (i) The	understanding . (i)	how religious belief shapes life
times or events	and symbols and	describe many	some of these to	pupil can use a	The pupil can use a	in different ways. (iii)
for family and	use some religious	religious	religious beliefs.	developing	developing religious	
friends. (ii) They	words and	signs,	(i) They are also	religious	vocabulary to give reasons	
can capture	phrases . (ii) They	symbols and	able to describe	vocabulary to	for most religious actions	
religious	are able to	actions used	most religious	give reasons	and symbols, within	
experiences and	recognise that	in prayer and	signs, symbols	for many	different liturgies. (ii)	
respond by	people act in a	Liturgy (ii) The	and actions	religious	The pupil can give	
using a range of	particular way	pupil is able to	using	actions	religious reasons for	
media. (iii)	because of their	describe and	<u>appropriate</u>	&symbols. (ii)	most actions by believers	
	religion. (iii)	give many	religious words	Give religious	and begin to show how	
		examples of	and phrases and	reasons for	they shape be <mark>lievers</mark> '	
		ways that	give reasons for	many actions by	lives. (iii)	
		people with	some of these.	believers. (iii)		
		religious beliefs	(ii)			
	AAICH	live their lives	They are able to			
	MAKING	because of their	describe and	A/A DE	TTER DAY	
		religious belief.	give examples	VADL		
		(iii)	of many ways			
			that people with			
			religious beliefs			
			behave in their			
			everyday lives			
			and give some			
			reasons for			
			their actions.	,		
			(iii)			

AT2	The pupil is	The pupil is able to	The pupil is	The pupil is able	The pupil can	The pupil can make many	The pupil can confidently show
(On-gơing)	aware of their	talk about many of	able to ask	to share with	make some	links to show how feelings	how their own and others'
	own feelings	their own	and answer	and question	links to show	& beliefs affect their behaviour	decisions are informed by beliefs
	and knows that	experiences and	some	others about the	how feelings &	& that of others and begin	and values. (i)
	some actions	how these made	questions	things that have	beliefs affect	to show how own and	The pupil engages in some
	and words can	them feel. (i) They	about how	happened to	their behaviour	others' decision are	discussion about questions of
	hurt others. (i)	can also reflect	certain	them and talk	& that of others.	informed by beliefs and	life, in light of religious teaching.
	They learn new	upon some things	experiences	about how they	(i)	values. (i)	(ii)
	religious	they wonder about	make them	have felt. They	The pupil is	The pupil is able to	
	vocabulary (ii)	and speak about	and others	can also give	able to	compare most of their own	
		these. (ii)	feel and say	some examples	compare most	& other people's ideas	
			why they	of how their	of their own &	about questions that are	
			feel that	and others'	other people's	difficult to answ <mark>e</mark> r. The	
			way. (i)	behaviour is	ideas about	pupil begins to engage in	
			The pupil can	influenced by	questions that	discussion about	
		AAICH	ask somebody	what they feel or	are difficult to	questions of life, in light of	
		MAKING	why they are	believe. (i) They	answer. (ii)	religious teaching. (ii)	
			wondering	can speak to	NADL		
			about	and question			
			something.	others about			
			They can also	things that			
			say what they	cause them to	_		
			wonder about	wonder, and			
			God and Jesus.	they can also			
			(ii)	compare some			
				of their own			
				and other			
				<mark>people's i</mark> deas			
				about such			
				questions. (ii)			
l	I.						

AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)	Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).	Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.	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	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.	Express different points of view. Use sources to support some points of view. Arrive at judgements.
Scripture	Colossians 3:12	Mark 10: 13-16; God's Story 1 pages 30-31	TOM	Jeremiah 31: 3 Mark 1: 9-11	1 Samuel 2: 11, 3: 3-10, 19 God's Story 3 page 34 1 Samuel 16: 4-13 God's Story 3 page	Ephesians 4: 1-7 Ephesians 4: 11- 13, 15 Proverbs 31: 10- 29 Matthew 5: 6-9	Mark 1: 9-11 God's Story 3 page 80 John 1: 35-41 Matthew 6:19-21 God's Story 3 page 85
					35 1 Corinthians 12: 31: 13: 1-8, God's Story 3 page 143 Mark 1: 14-20 – God's Story 3 page 89 1 John 1: 5-7		
Vocabulary	welcome, welcomed, belong, school,	Sign of the Cross, belong, belonging friends, sacrament,	garment, Easter candle, font, chrism,	Promises, rules, actions, symbols, rite,	chosen, response, Sacrament of	Vocation, marriage, service, responsibility,	Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows

		invitation, welcome,	Good News	Sacrament,	Confirmation,	fidelity commitment	
		Baptism, godparents,	sign, symbols	commitment,	oil of Chrism,		
		font, sign		faith, welcome,	mitre, crozier,		
				Church,	sponsor,		
				ceremonies,	catechist,		
				Chrism,	bishop, Holy		
				anointing,	Spirit, witness,		
				Trinity	anointing, Holy		
					Trinity,		
					enkindle, called		
Liturgical	Sign of the	Celebration of the	Holy water in	Rite of Baptism,	The rite of	Marriage service	Prayer of Blessed John Henry
links/	Cross	Word	Church	the litany of the	Confirmation		Newman
Prayers				saints, The	Come Holy Spirit		
. ragers				Creed Our Father			
		MAKINIC	TON			TTED DA	
		- VIVIIVE			A/AKE	ITERU	
Songs/	See John Burland	See John	See John	See John	See John	See John Burland	See John Burland
Hymns	grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	grid*	grid*
					God has		
					chosen me		
					Bernadette		
					Farrell		
					Christ be Our		
					Light Bernadette		
					Farrell		

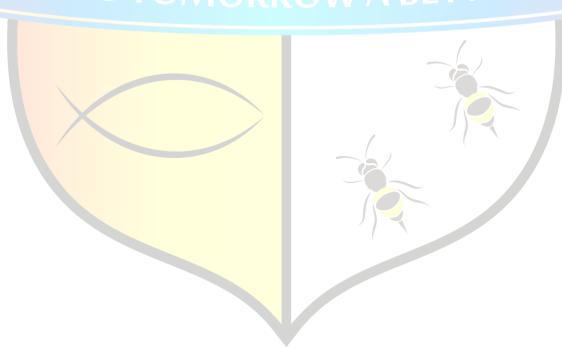
TOPIC 3 ADVENT / CHRISTMAS - LOVING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	BIRTHDAY	WAITING	PREPARATIONS	VISITORS	GIFT	HOPE	EXPECTATIONS
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:
	What a birthday is; waiting for a birthday — Explore	About the times that it is necessary to wait and the use of that time – Explore	Preparing for special times – Explore	Belonging to a group involves promises and rules – Explore	The response to being chosen – Explore	Showing care and commitment – Explore	Commitment in life – Explore
	Advent: looking forward to Christmas, the birthday of Jesus - Reveal	Advent: a time of waiting to celebrate Jesus' coming at Christmas – Reveal	Advent is four weeks of preparation for the celebration of the birth of Jesus at Christmas – Reveal	Promises made at Baptism - Reveal	Confirmation: a call to witness - Reveal	Marriage commitment and service – Reveal	The vocation of priesthood and religious life – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond

AT1	The pupil is able to	The pupil is able to	The pupil is able to retell	The pupil is able to	The pupil can	The pupil can	The pupil can describe
(On-going)	listen to religious	recognise some	accurately many key	use their own	make links	securely make links	and show under-
	stories with	elements of	elements from stories	words to	between many	between most	standing of some
	increasing	religious stories	within the Old and New	accurately retell	religious stories	religious stories and	religious sources, beliefs,
	attention and	and the people and	Testament (i)	stories	and people they	people they have	ideas, feelings and
	recall. (i)	events within. (i)	The pupil is able to	about religious	have	shared/learnt about	experiences, making
	They can	They are also	describe many religious	events and people	shared/learnt	and beliefs, and	links between them. (i)
	recognise and	beginning to	signs, symbols and	and has begun to	about and	begin to describe	The pupil can use
	describe special	recognise many	actions used in prayer	link some of these	beliefs. (i) The	them to show	religious terms to show
	times or events	religious signs	and Liturgy (ii)	to religious beliefs.	pupil can use a	understanding . (i)	an understanding of many
	for family and	and symbols and	The pupil is able to	(i) They are also	developing	The pupil can use a	different liturgies. (ii) The
	friends. (ii) They	use some religi<mark>ous</mark>	describe and give many	able to describe	religious	developing religious	pupil can show some
	can capture	words and	examples of ways that	most religious	vocabulary to	v <mark>o</mark> cabulary to give	understanding of how
	religious	phrases . (ii) They	people with religious	signs, symbols and	give reasons	reasons for most	religious belief shapes life
	experiences and	are able to	b <mark>eliefs live their li</mark> ves	actions using	for many	religious actions	in different ways. (iii)
	respond by using	recognise that	because of their religious	appropriate	religious	an <mark>d symbols,</mark>	
	a range of media.	people act in a	belief. (iii)	religious words	actions	within different	
	(iii)	particular way		and phrases and	&symbols . (ii)	liturgies. (ii)	
		because of their	TOMOD	give reasons for	Give religious	The pupil can give	
		religion. (iii)	FICINIUK	some of these. (ii)	reasons for	religious reasons	
				They are able to	many actions by	for most actions by	
				describe and give	believers. (iii)	believers and begin	
				examples of many		to show how they	
				ways that people		shape believers'	
				with religious	_'_	lives. (iii)	
				beliefs behave in			
		X		their everyday lives			
				and give some reasons for their			
				actions. (iii)	(

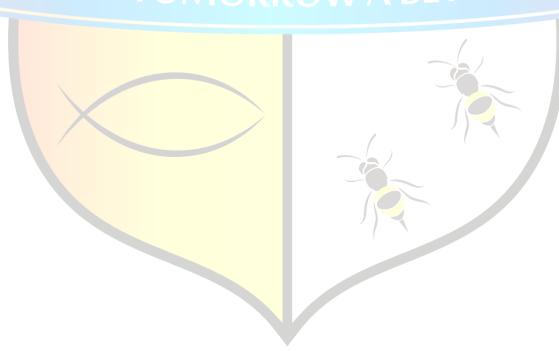
AT2	The pupil is	The pupil is able to	The pupil is able to ask and	The pupil is able to	The pupil can	The pupil can	The pupil can confidently
(On-going)	aware of their	talk about many	answer some questions	share with and	make some	make many	show how their own and
	own feelings	of their own	about how certain	question others	links to show	links to show	others' decisions are
	and knows that	experiences and	experiences make them and	about the things	how feelings &	how feelings &	informed by beliefs and
	some actions	how these made	others feel and say why	that have	beliefs affect	beliefs affect	values. (i) The pupil
	and words can	them feel. (i)	they feel that way. (i)	happened to them	their behaviour &	their behaviour	engages in some
	hurt others. (i)	They can also	The pupil can ask	and talk	that of others.	& that of others	discussion about
	They learn new	reflect upon	somebody why they are	about how they	(i) The pupil is	and begin to	questions of life, in light of
	religious	some things	wondering about	have felt. They can	able to compare	show how	religious teaching. (ii)
	vocabulary (ii)	they wonder	something. They can also	also give some	most of their	own and	
		about and	say what they wonder	examples of how	own & other	others'	
		speak about	about God and Jesus. (ii)	their and others'	people's ideas	decision are	
		these. (ii)		behaviour is	about questions	informed by	
				influenced by what	that are difficult to	beliefs and	
				they feel or believe.	answer. (ii)	values. (i)	
				(i)		The pupil is able to	
				They can speak		compare most of	
	Λ	AAICH		to and question		their own & other	
		MAKINI	TOMOR	others about	DETTER	people's ideas about	
			PIUNIUK	things that cause	DELLIF	questions that are	
				them to wonder,		difficult to answer. The	
				and they can also		pupil begins to	
				compare some of		engage in	
				their own and		discussion about	
				other people's		questions of life, in	
				ideas about such		light of religious	
				questions. (ii)		teaching. (ii)	

AT3	Encourage	Listen to a point	Listen and respond	Express a point of	Express a point	Express a point of	Express different points
(On-going)	pupils to	of view. (i) Talk	to a point of view. Ask	view and begin to	of view and give	view and give many	of view . Use sources to
	reflect and	about some	and respond to	give a reason for	some reasons	reasons for it. Make	support some points of
	share their	sources (prayers	questions about	it.	for it.	a link to many	view. Arrive at
	thoughts	and hymns). (ii)	sources (prayers, hymns and	Make a link to a	· Make a link to	sources that support	judgements.
			scripture stories).	source that	some sources	a point of view. Begin	
				supports a point of	that support a	to arrive at	
				view.	point of view.	judgements.	
				Begin to express a	Express a		
				preference.	preference and		
					give some		
					reasons for it.		
					Ů		



Scripture	Luke 2: 8-20 -	Luke 1: 26-31,	Isaiah 9: 2, 6 God's	Jeremiah 31: 3	1 Samuel 2: 11,	Ephesians 4: 1-7	Mark 1: 9-11 God's Story
ı	God's Story 2	38 – God's	Story 2 page 46	Mark 1: 9-11	3: 3-10, 19	Ephesians 4: 11-13,	3 page 80
	page 59	Story 2 page 55	Luke 1: 26-31, 38, 39-45		God's Story 3	15	John 1: 35-41
	Luke 2: 4-7	Luke 1: 39-45 -	God's Story 2 page 55		page 34	Proverbs 31: 10-29	Matthew 6:19-21 God's
	God's Story 2	God's Story 2	Luke 1: 45-55 God's		1 Samuel 16: 4-	Matthew 5: 6-9	Story 3 page 85
	page 58	page 56	Story 2 page 56		13 God's Story		
	God's Story 1	Luke 2: 1-7 -	Luke 2: 1-7 God's Story		3 page 35		
	pages 24-25, 26-	God's Story 2	2 page 58 (teachers'		1 Corinthians		
	27	page 58	notes page 98)		12: 31: 13: 1-8,		
	(teachers' notes	Luke 2: 8-20 -			God's Story 3		
	pages 46-47)	God's Story 2			page 143		
	Matthew 2: 1-12	page 59			Mark 1: 14-20 -		
	- God's Story 2				God's Story 3		
	page 60				page 89		
	, ,				1 John 1: 5-7		
Vocabulary	birthday, waiting,	waiti <mark>n</mark> g, preparing,	preparing, Advent,	Promises, rules,	chosen,	Vo <mark>ca</mark> tion, marriage,	Commitment, dedicated,
	wreath, celebrate	messenger, visit,	Christmas, Nativity,	actions, symbols, rite,	response,	ser <mark>vi</mark> ce, responsibility,	vocation, Ordination,
	Christmas,	celebrate, Advent,	waiting, Annunciation,	Sacrament,	Sacrament of	fidelity commitment	anointing, religious life,
	Advent, Jesus,	Jesus, Mary,	Visitation	commitment, faith,	Confirmation,		service, celibacy, vows
	Mary, Joseph,	Elizabeth, Joseph,		welcome, Church,	oil of Chrism,	DAI	
	swaddling clothes,	shepherds, angels,	PIOMIUK	ceremonies, Chrism,	mitre, crozier,		
	manger, crib	Christmas,		anointing, Trinity	sponsor,		
	Reception:	Bethlehem,		0' 0	catechist,		
	shepherds, wise	manger, worship,			bishop, Holy		
	men	wreath			Spirit, witness,		
	Truck	Wicaar			anointing, Holy		
					Trinity, en <mark>kin</mark> dle,		
					called		
Liturgical	Hail Mary	Hail M <mark>ary</mark>	Advent prayers	Rite of Baptism, the	The rite of	Marriage service	Prayer of Blessed John Henry
links/ Prayers			Christmas Mass prayer	litany of the saints,	Confirmation		Newman
. 0				The Creed Our Father	Come Holy Spirit		
				// /			

Songs/	See John Burland	See John	See John	See John	See John Burland	See John Burland	See John Burland
Hymns	grid*	Burland grid*	Burland grid*	Burland grid*	grid* God has	grid*	grid*
	Telling the				chosen me		
	Christmas story				Bernadette Farrell Christ be Our		
	Oransarias scorg				Light Bernadette		
	Away in a				Farrell		
	Manger		700				



TOPIC 4
LOCAL CHURCH – COMMUNITY

	HURCH - COMMUNI						- Lv//	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
	CELEBRATING	SPECIAL PEOPLE	BOOKS	JOURNEYS	COMMUNITY	MISSION	SOURCES	
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	
	What a celebration is. Explore	There are special people in our lives who are there to help us – Explore	Different books used at home and in school - Explore	A journey through a year — Explore	Belonging to a community. – Explore	The mission of inspirational leaders – Explore	A wide variety of books and the purpose for which they were written — Explore	
	How the parish family celebrate Reveal	On Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal	The books used in Church on Sunday by the parish family – Reveal	The Christian family's journey with Jesus through the Church's year – Reveal	Confirmation: a call to witness – Reveal	Dioceses continue the work and mission of Jesus including ecumenism — Reveal	The Bible as the story of God's love, told by the people of God — Reveal	
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above — Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	

AT1	The pupil is able to	The pupil is able to	The pupil is	The pupil is able to	The pupil can make	The pupil can	The pupil can
(On-going)	listen to religious	recognise some	able to retell	use their own words	links between many	securely make links	describe and show
	stories with increasing	elements of	accurately	to accurately retell	religious stories and	between most religious	under-standing of
	attention and recall.	religious stories	many key	stories about religious	people they have	stories and people	some religious
	(i)	and the people	elements from	events and people and	shared/learnt about	they have	sources, beliefs,
	They can recognise	and events within.	stories within	has begun to link	and beliefs. (i)	shared/learnt about	ideas, feelings and
	and describe special	(i) They are also	the Old and	some of these to	The pupil can use a	and beliefs, and	experiences,
	times or events for	beginning to	New Testament	religious beliefs. (i)	developing religious	begin to describe	making links
	family and friends. (ii)	recognise many	(i) The pupil is	They are also able to	vocabulary to give	them to show	between them . (i)
	They can capture	religious <mark>signs</mark>	able to	describe most	reasons for many	understanding. (i)	The pupil can use
	religious experiences and	and symb <mark>ols</mark> and	describe many	religious signs,	religious actions	The pupil can use a	religious terms to
	respond by using a	use some	religious	symbols and actions	&symbols. (ii) Give	developing religious	show an
	ra <mark>nge of media. (iii)</mark>	religious words	signs,	using appropriate	religious reasons for	vocabulary to give	understanding of
		and phrases. (ii)	symbols and	religious words and	many actions by	reasons for most	many different
		They are able to	actions used in	phrases and give	believers. (iii)	religious actions	liturgies. (ii) The
		recognise that	prayer and	reasons for some of		and symbols, within	pupil can show
		people act in a	Liturgy (ii) The	these. (ii)	DETTER	different liturgies. (ii)	some
		particular way	pupil is able to	They are able to	DELLIFIC.	The pupil can give	understanding of
		because of their	describe and	describe and give		religious reasons	how religious
		religion. (iii)	give many	examples of many		for most actions by	belief shapes life in
			examples of	ways that people		believers and begin	different ways. (iii)
			ways that	with religious beliefs		to show how they	
			people with	behave in their		shape believers'	
			religious beliefs live			lives . (iii)	
		X	their lives because	give some reasons			
	,		of	for their actions. (iii)			
			their religious			7	
			belief. (iii)				
	1						

AT2	The pupil is aware of	The pupil is able to	The pupil is	The pupil is able to	The pupil can make	The pupil can make	The pupil can
(On-gơing)	their own feelings and	talk about many	able to ask and	share with and	some links to show	many links to show	confidently show
	knows that some	of their own	answer some	question others	how feelings & beliefs	how feelings & beliefs	how their own and
	actions and words can	experiences and	questions about	about the things that	affect their behaviour	affect their behaviour	others' decisions
	hurt others. (i) They	how these made	how certain	have happened to	& that of others. (i)	& that of others and	are informed by
	learn new religious	them feel . (i)	experiences make	them and talk about	The pupil is able to	begin to show how	beliefs and values.
	vocabulary (ii)	They can also	them and others	how they have felt.	compare most of	own and others'	(i)
		reflect upon some	feel and say	They can also give	their own & other	decision are	The pupil engages in
		things they	why they feel	some examples of	people's ideas about	informed by beliefs	some discussion
		wonder about	that way. (i)	how their and	questions that are	and values. (i)	about questions of
		and spea <mark>k about</mark>	The pupil can	others' behaviour is	difficult to answer.	The pupil is able to	life, in light of
		these. (ii)	ask somebody	influenced by what	(ii)	compare most of their	religious teaching.
			why they are	they feel or believe. (i)		own & other people's	(ii)
			wondering	They can speak to		ideas about questions	
			about	and question others		that are difficult to	
			something.	about things that		answer. The pupil	
			They can also	cause them to		begins to engage in	
		ICIN .	say what they	wonder, and they		discussion about	
		KINGT	wonder about	can also compare	DETTER	questions of life, in	
			God and Jesus.	some of their own	DLI I LIC.	light of religious	
			(ii)	and other people's		teaching. (ii)	
				ideas about such			
				questions. (ii)			
				,			
		X					
	\						
,							
				(2/			

AT3	Encourage pupils to	Listen to a point of	Listen and	Express a point of	Express a point of	Express a point of	Express different
(On-going)	reflect and share their	view. (i)	respond to a	view and begin to	view and give some	view and give many	points of view.
	thoughts	Talk about	point of view.	give a reason for it.	reasons for it. • Make	reasons for it. Make	Use sources to
		some sources	Ask and	Make a link to a	a link to some	a link to many	support some points
		(prayers and	respond to	source that supports	sources that support	sources that support	of view. Arrive at
		hymns). (ii)	questions	a point of view.	a point of view.	a point of view. Begin	judgements.
			about sources	Begin to express a	Express a	to arrive at	
			(prayers,	preference.	preference and	judgements.	
			hymns and		give some reasons		
			scripture		for it.		
			stories).		, and the second		

C	1b- 2. 22b C1'	Luke 2: 23-40 -	M-442 12	Danley 0/ C-P-	D 12 0 11	1 1/ 22	D 15 / /
Scripture	Luke 2: 22b - God's		Matthew 3: 13- 17	Psalm 84 – God's	Romans 12: 8-11-	Luke 4: 14-22 -	Romans 15: 4-6
	Story 1 pages 28-29	God's Story 2	John 13: 34-35	Story 3 page 42	God's Story 3 page 141	God's Story 3 page	Bible
	(teachers' notes page 48)	page 62 Luke 2: 41-52 –	John 13: 34-35	Psalm 118 - 19-20,	(teachers' notes	75 Tarink (1, 1, 2, 10, 11	Bible references, genre,
			A	26-29 God's Story 3	page 159)	Isaiah 61: 1-2, 10-11	context
		God's Story 2		page 43	Mark 3: 13-19 -	- God's Story 3	
		page 63	- X -	Psalm 122: 1-9 -	God's Story 3 page	page 65 Luke 8: 1-3 — God's	
		(teachers' notes		God's Story 3 page 42	90		
		page 99)		42	(teachers' notes	Story 3 page 99 John 17: 11-12, 20-	
					page 157)		
					Acts 6: 2-13; 7: 57-	23 - God's Story 3 page 109	
					60 - God's Story 3	I Corinthians 12: 12-	
					page 137	17, 21, 27	
						17, 21, 27	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \					BE TED	No. 25 In I	D 1
Vocabulary	Church, priest, celebrate,	Special people,	books, library,	calendar, seasons,	community,	Mission, bishop,	Poetry, prose,
	celebrating, Parish family,	greeters, Sunday,	text book,	journey, liturgical,	commitment,	ecumenism, cathedral,	history,
	family, community,	holy, Jesus,	reverence,	ordinary time, feast	responsibility, parish,	diocese, inspirational,	information, stories,
	celebration, party,	Presentation,	respect,	day, Our Lady	laity, ministries,	Baptism, Christian	Bible, Old
	memory, Father, altar	church, community,	Scripture,		Extraordinary	Unity, Gentile,	Testament, New
	Reception: Temple,	temple, altar	lectern, Gospel,		Ministers, service,	inspired	Testament, genre
	parish,	servers,	Bible, New		funeral rites, pastoral		
		Extraordinary	Testament, Old		area, deane <mark>ry</mark>		
		ministers, readers,	Testament,				
	,	choir, cleaners,	genre, thurible,				
		priest, collectors,	missal				
		musicians				Y	

Liturgical	Our Father	Celebration of the	Mass responses	Rosary, Our	Funeral prayers, Eternal	Prayers for Christian	The Liturgy of the Word
links/		Eucharist	Celebration of	Father, Hail	rest.	Unity	
Prayers		Thanks be to	the Word	Mary,			
8		God	_	Glory be to the			
				Father			
Songs/	See John Burland	See John	See John	See John	See John	See John	See John Burland
Hymns	grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	grid*
0						God's Spirit is in my heart.	
	Come and join the	Gathering <mark>song</mark>	Songs to greet			Apostles' Song, Everyone	
	celebration		the Gospel			has a mission.	
						AV	
	IVIF	KINGT			RETTER	DAI	
			OMO	KKUWA	BETTER		
					/		
		X					

TOPIC 5EUCHARIST – RELATING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	GATHERING	MEALS	THANKSGIVING	LISTENING & SHARING	GIVING & RECEIVING	MEMORIAL SACRIFICE	UNITY
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:
	How and why people gather together Explore	Families and groups share special meals – Explore	Different ways to say thank you Explore	Listening and sharing with one another— Explore	Giving and receiving every day – Explore	How memories are kept alive – Explore	What nourishes and what spoils friendship and unity. – Explore
	The joy of gathering together to celebrate at Mass - Reveal	Mass as Jesus' special meal- Reveal	The Eucharist: the parish family thanks God for Jesus— Reveal	Listening to the Word of God and sharing in Holy Communion – Reveal	The Eucharist challenges and enables living and growing in communion – Reveal	The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – Reveal	The Eucharist challenges and enables the Christian family to live and grow in communion every day – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above — Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond

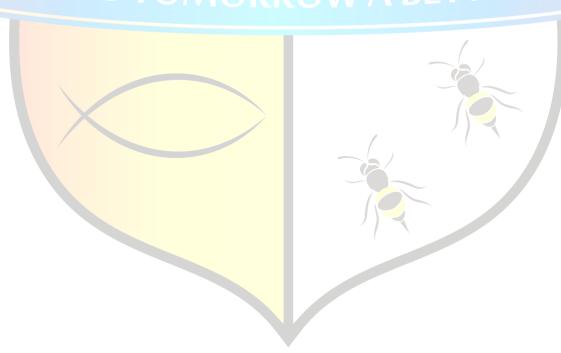
	T						T
AT1	The pupil is able to	The pupil is able to	The pupil is able to retell	The pupil is able to	The pupil can	The pupil can	The pupil can
(On-going)	listen to religious	recognise some	accurately many key	use their own words	make links	securely make links	describe and show
	stories with	elements of	elements from stories	to accurately retell	between many	between most religious	under- standing of
	increasing	religious stories	within the Old and New	stories about religious	religious stories	stories and people	some religious
	attention and	and the people	Testament (i) The pupil is	events and people and	and people they	they have	sources, beliefs,
	recall. (i)	and events within.	able to describe many	has begun to link	have shared/learnt	shared/learnt about	ideas, feelings and
	They can recognise	(i) They are als <mark>o</mark>	religious signs, symbols	some of these to	about and beliefs. (i)	and beliefs, and	experiences,
	and describe special	beginning to	and actions used in	religious beliefs. (i)	The pupil can use	begin to describe	making links
	times or events for	recognise many	p <mark>rayer and Liturgy</mark> (ii)	They are also able to	a developing	them to show	between them . (i)
	family and friends.	religious sig <mark>ns</mark>	The pupil is able to	describe most	religious	understanding. (i)	The pupil can use
	(ii)	and symbols	describe and give many	religious signs,	vocabulary to	The pupil can use a	religious terms to
	They can capture	and use some	examples of ways that	symbols and actions	give reasons for	developing religious	show an
	rel <mark>igious</mark>	religious words	people with religious beliefs	using appropriate	many religious	vocabulary to give	understanding of
	experiences and	and phrases. (ii)	live their lives because of	religious words and	actions	reasons for most	many different
	respond by using a	They are able to	their religious belief. (iii)	phrases and give	&symbols. (ii)	religious actions	liturgies. (ii) The
	range of media. (iii)	recognise that		reasons for some of	Give religious	and symbols, within	pupil can show
		people act in a	TOMODE	these. (ii)	reasons for many	different liturgies. (ii)	some
		particular way	LIUMURR	They are able to	actions by	The pupil can give	understanding of
		because of their		describe and give	believers. (iii)	religious reasons	how religious
		religion. (iii)		examples of many		for most actions by	belief shapes life in
				ways that people		believers and begin	different ways. (iii)
				with religious beliefs		to show how they	
				behave in their		shape believers'	
				everyday lives and		lives. (iii)	
				give some reasons		` '	
				for their actions. (iii)			
				joi alea accionis. (iii)			

AT2	The pupil is aware of	The pupil is able to	The pupil is able to ask and	The pupil is able to	The pupil can	The pupil can make	The pupil can
(On-going)	their own feelings	talk about many	answer some questions	share with and	make some links	many links to show	confidently show
	and knows that	of their own	about how certain	question others	to show how	how feelings & beliefs	how their own and
	some actions and	experiences and	experiences make them and	about the things that	feelings & beliefs	affect their behaviour	others' decisions
	words can hurt	how these made	others feel and say why	have happened to them	affect their	& that of others and	are informed by
	others. (i)	them feel. (i)	they feel that way. (i)	and talk about how	behaviour & that	begin to show how	beliefs and values. (i)
	They learn new	They can also	The pupil can ask	they have felt. They can	of others. (i)	own and others'	The pupil engages in
	religious	reflect upon	somebody why they are	also give some	The pupil is able to	decision are	some discussion
	vocabulary (ii)	some things	w <mark>onderin</mark> g about	examples of how	compare most of	informed by beliefs	about questions of
		they wonder	something. They can	their and others'	their own &	and values. (i)	life, in light of
		about and speak	also say what they	behaviour is influenced	other people's	The pupil is able to	religious teaching.
		about these. (ii)	wonder about God and	by what they feel or	ideas about	compare most of	(ii)
			Jesus. (ii)	believe. (i)	questions that are	their own & other	
				They can speak to	difficult to	people's ideas about	
				and question others	answer. (ii)	questions that are	
		ALCINI	TOMORR	about things that		difficult to answer. The	
		AKING	TOMODD	cause them to		pupil begins to	
			IOMIORK	wonder, and they can		engage in	
				also compare some		discussion about	
				of their own and		questions of life, in	
				other people's ideas		light of religious	
				about such questions.	2	teaching. (ii)	
				(ii)			
		X					
				/			

AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk about some	Listen and respond to a point of view. Ask and respond to	Express a point of view and begin to give a reason for it.	Express a point of view and give some reasons for	Express a point of view and give many reasons for it. Make	Express different points of view. Use sources to support
		sources (prayers	questions about sources	Make a link to a	it. • Make a link	a link to many	some points of
		and hymns). (ii)	(prayers, hymns and	source that supports	to some sources	sources that support	view. Arrive at
			scripture stories).	a point of view.	that support a	a point of view.	judgements.
				Begin to express a	point of view.	Begin to arrive at	
			$\mathcal{C}_{\mathcal{A}}$	preference.	Express a	judgements.	
				1 ' "	preference and		
					give some		
					reasons for it.		

Scripture	Mark 10: 13,14,16	Luke 22: 19-20	Luke 22: 19-20 - God's	2 Timothy 4:22	Matthew 5: 45-	Exodus 13: 3	Matthew 6: 9-15
•	God's Story 1	- God's Story 2	Story 2 page 77	Liturgy of the Word -	48 God's Story 3	Luke 22: 14-20	John 17: 11, 20-23
	pages 30-31	page 77		Church's Story 3	page 84		– God's Story 3
	(Notes page 48)			pages 56-57	(teachers' page		page 109
				Liturgy of the Eucharist	157)		Romans 12: 3-10 –
				_ ""	1 Corinthians 11:		God's Story 3
				Church's Story 3	24-27 – God's		1 Corinthians
				pages 58-63	Story 3 page 143		10:17
				' "	(teachers' page		1 Corinthians
					159)		12:12-13
					Romans 12: 8-11		
					God's Story 3		
					page 141		
	1 11 1			1:		1 10	D .
Vocabulary	welcome, blessing,	family, meal,	thank you, thanksgiving,	listening, sharing,	Communion,	Memories, significant,	Poetry, prose,
	listen, pray, Mass,	Mass, share,	thoughtful, Eucharist,	Eucharist, Mass,	community, giving,	memorial sacrifice,	history,
	sing, gather, together,	blessing, bread,	Eucharistic Prayer, liturgy	gathering, Liturgy of the	receiving, Liturgy of	Passover, Pesach, host,	
	alone Reception :	host, wine, altar,		Word, Liturgy of the	the Word,	chalice, liturgy of the	Bible, Old
	Lectern, "The Lord	Last Supper, Holy	TOMA	Eucharist, Holy	Penitential Act,	Eucharist, Eucharistic	Testament, New
	be with you." "And	Communion,	HOMORR	Communion, Good	Lamb of God,	Prayer, consecration.	Testament, genre
	with your spirit."	Preparation of the	· ONIORN	News, ambo	Concluding Rite,	adoration, genuflect,	
		Gifts, litany,			Sign of Peace.	acclamation	
		chalice			Introductory Rite,		
					Eucharist,		
					Communion Rite		
			/				
				/			

Liturgical	Our Father	Mass, Last	Responses; Thanks be to	Parts of the Mass, the	The Eucharist;	The Eucharist;	Responses of the
links/ Prayers		Supper, Our	God, Holy, Holy,	Gloria,	Introductory Rite,	Introductory Rite,	Mass, Communion
8		Father	Eucharistic Prayer for	Mass responses.	Communion Rite	Communion Rite	Rite, The Sign of
			Children 1				Peace
Songs/	See John Burland	See John	See John Burland grid*	See John	See John Burland	See John Burland grid*	See John Burland
Hymns.	grid*	Burland grid*		Burland grid*	grid* The Sharing	Holy, Holy.	grid*
	Thank you, song			Love is like a Magic	song.		Communion hymns Bind
				Penny			us together Lord
				Hymns used at			Let there be love shared
				Mass,			among us
				Gloria, Holy, Holy,			



TOPIC 6 LENT/EASTER – GIVING

	,							
	FS	Y1	Y2	Y3	Y4	Y5	Y6	
	GROWING	CHANGE	OPPORTUNITIES	GIVING ALL	SELF DISCIPLINE	SACRIFICE	DEATH AND NEW LIFE	
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	
	Spring is a time when things begin to grow Explore	We change and grow – Explore	The love and care shown in the family – Explore	How people give themselves – Explore	The love and care shown in the family — Explore	Giving or refusing to give; appreciating the cost of giving – Explore	The love and care of people- Explore	
	Lent: a time to grow in love to be more like Jesus and to look forward to Easter - Reveal	Lent; a time to change in preparation for the celebration of Easter — Reveal	Lent, the opportunity to turn towards what is good in preparation for Easter — Reveal	Lent, a time to remember Jesus total giving – Reveal	Celebrating growth to new life through self- discipline – Reveal	Lent a time of giving in preparation for the celebration of the sacrifice of Jesus — Reveal	The Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life – Reveal	
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	

Con-going listen to religious stories with stories with stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They can capture religious signs and a symbols and capture religious some religious some and phrases. (ii) They are able to respond by using a range of media. (iii) They are able to recognise that people act in a particular way because of their religious. (iii) They are able to recognise that people act in a particular way because of their religion. (iii) They are able to religious belief. (iii) They are able to recognise that people act in a particular way because of their religion. (iii) They are able to religious belief. (iii) They are able to recognise that people act in a particular way because of their religion. (iii) They are able to religious belief. (iii) They are able to recognise that people with religious belief. (iii) They are able to recognise that people act in a particular way because of their religion. (iii) They are able to religious belief. (iii) They are able to recognise that people act in a particular way because of their religious. (iii) They are able to religious belief. (iii) They are able to recognise that people act in a particular way because of their religious. (iii) They are able to religious belief. (iii) They are able to religious actions and give reasons for many actions by believers. (iii) They pupil can give reasons for many actions by believers. (iii) They pupil can give reasons for many actions by believers. (iii) They pupil can give reasons for many actions by believers. (iii) They are able to religious ac	g links e n them . (i) pil can use us terms to
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AT2	The pupil is	The pupil is able to	The pupil is able to ask	The pupil is able to	The pupil can	The pupil can make	The pupil can
(On-gơing)	aware of their	talk about many	and answer some	share with and	make some links	many links to show	confidently show
	own feelings	of their own	questions about how	question others	to show how	how feelings & beliefs	how their own and
	and knows that	experiences and	certain experiences make them	about the things	feelings & beliefs	affect their behaviour	others' decisions
	some actions	how these made	and others feel and say why	that have happened	affect their behaviour	& that of others and	are informed by
	and words can	them feel. (i)	they feel that way. (i)	to them and talk	& that of others. (i)	begin to show how	beliefs and values. (i)
	hurt others. (i)	They can also	The pupil can ask	about how they have	The pupil is able to	own and others'	The pupil engages in
	They learn new	reflect upon	somebody why they are	felt. They can also	compare most of	decision are	some discussion
	religious	some things	wondering about	give some examples		informed by beliefs	about questions of
	vocabulary (ii)	they wonder	something. They can	of how their and	other people's	and values. (i)	life, in <mark>l</mark> ight of
		about and	also say what they	others' behaviour is	ideas about	The pupil is able to	religious teaching.
		speak about	wonder about God and	influenced by what	questions that are	compare most of	(ii)
		these. (ii)	Jesus. (ii)	they feel or believe.	difficult to	their own & other	
				(i)	answer. (ii)	people's ideas about	
				They can speak to		questions that are	
		AALCINI		and question		difficult to answer.	
		TAKING	TOMODE	others about things	ETTIFKI	The pupil begins to	
			TOMORE	that cause them to		engage in discussion	
				wonder, and they		about questions of	
				can also compare	4	life , in light of	
				some of their own		religious teaching. (ii)	
				and other people's			
				ideas about such	_'_		
				questions. (ii)			
		X					
				/			

AT3	Encourage	Listen to a point	Listen and respond to a	Express a point of	Express a point of	Express a point of	Express different
(On-going)	pupils to	of view. (i) Talk	point of view.	view and begin to	view and give	view and give many	points of view.
	reflect and	about some	Ask and respond to	give a reason for it.	some reasons for	reasons for it. Make	Use sources to
	share their	sources (prayers	questions about sources	Make a link to a	it. • Make a link to	a link to many	support some points
	thoughts	and hymns). (ii)	(prayers, hymns and	source that	some sources that	sources that support	of view. Arrive at
			scripture stories).	supports a point of	support a point of	a point of view.	judgements.
				view.	view. Express a	Begin to arrive at	
				Begin to express a	preference and	judgements.	
				preference.	give some reasons		
					for it.		



Scripture	John 13: 34-35 God's Story 1 pages 32-33 (Notes page 48) John 19: 25-27 God's Story 1 (Notes page 49) Acts 2: 23-24 God's Story 1 page 35 (Notes page 49) Luke 2: 51-52	Joel 2:13 God's Story 2 page 50 Luke 23: 33-35, 38-43 — God's Story 2 page 78 (Notes page 100) Mark 11: 1-11. God's Story 2 page 76 Mark 16: 1-6	Mark 11: 1-11 God's Story 2 page 76 Mark 15: 16-21 John 13: 4-15 Matthew 28:1-10	Matthew 5: 1-17 God's Story 3 page 82 Luke 4: 1-4 God's Story 3 page 94 Mark 14:26-31, 32- 46 - God's Story 3 page 116 Matthew 25: 31-40 - God's Story 3 page 88 Mark 15: 21-27 God's Story 3 page 120 Luke 24: 1-12 God's Story 3 page 126 Luke 23:33-35,38- 43 God's Story 2 page 78	Matthew 6:2-4 God's Story 3 page 85 Matthew 27:39- 56 Luke 6: 27-28, 32-36 Matthew 6: 2-4 John 13: 4-9, 12- 15 God's Story 3 page 115 Mark 15: 23-41 God's Story 3 page 122 Mark 16: 2-8 God's Story 3 page 125	Matthew 26: 14-16, 25, 38-48, 47-50 Matthew 28: 1-10 God's Story 3 pages 126-127 Mark 14: 10-11, 32- 36, 43-46 God's Story 3 page 116 Mark 15: 1-15, God's Story 3 page 118 Mark 15: 21-41 God's Story 3 page 122 Luke 4: 1-12 Luke 22:39-46 Luke 23: 26-43 God's Story 3 page 121 John13: 34-35, John 20: 1-10	John 6: 35, 37,51, 60,67-68 God's Story 3 page 106 John 11: 1-43 John 12: 24-25 God's Story 3 page 112 John 19: 16-21, 25- 30, 38-42 John 20: 1-8
Vocabulary	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	change, seasons, spring, growth, Lent, Ash Wednesday, Good Friday, Easter Sunday, Alleluia, Cross, Resurrection	opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath	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

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Liturgical	Sign of the	Lent, Ash	Stations of the Cross	Ash Wednesday,	The Stations of	Lent, Holy Week,	Lent, Ash Wednesday,
links/	Cross	Wednesday		Lent,	the Cross,	Maundy Thursday,	Holy Week, Easter
Prayers				Sorrowful	Sorrowful	altar of repose,	Vigil
			A	Mysteries of the	Mysteries of the	Station of the Cross,	
				Rosary, Holy	Rosary,	Sorrowful Mysteries of	
				Week, Easter	Holy Week,	the Rosary	
					Easter Triduum		
Songs/	See John	See John	See John	See John	See John	See John	See John Burland
Hymns	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	grid*
						Graham Kendrick: For God	
	This is the wood of		Taizé chants Whatsoever			so loved the world,	
	the Cross (Taine)		you do to the least of			Amazing Love	
	Jesus	AAKINI					
	Remember Me	IVIVIN	TOMORE	$D \cap M \setminus A \in P$	RELIFK	יאע	
	(Taizé)		PIOMIONI				
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TOPIC 7

PENTECOST - SERVING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	GOOD NEWS	HOLIDAYS & HOLYDAYS	SPREAD THE WORD	ENERGY	NEW LIFE	TRANSFORMATION	WITNESSES
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:
	That everyone has good news - Explore	Holidays as days to be happy — Explore	Passing on messages – Explore	The energy of fire and wind – Explore	How good news brings life – Explore	Transforming energy – Explore	The courage to be a witness - Explore
	Pentecost: the celebration of the Good News of Jesus - Reveal	Pentecost: a holy day, the feast of the Holy Spirit - Reveal	Pentecost, spreading the Gospel message through the gift of the Holy Spirit – Reveal	The won <mark>d</mark> er and power of the Holy Spirit – Reveal	The new life of the Easter message is spread through the power of the Holy Spirit – Reveal	Pentecost; the celebration of the Spirit's transforming power – Reveal	Pentecost: The Holy Spirit enables people to witness to the Easter message – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above — Respond

		<u>, </u>				,	
AT1	The pupil is	The pupil is able to	The pupil is able to	The pupil is able to	The pupil can	The pupil can securely make links	The pupil can
(On-going)	able to listen to	recognise some	retell accurately	use their own words	make links	between most religious stories and	describe and show
	religious	elements of religious	many key	to accurately retell	between many	people they have shared/learnt about	under- standing of
	stories with	stories and the people	elements from	stories about	religious stories	and beliefs, and begin to describe	some religious
	increasing	and events within. (i)	stories within the	religious events and	and people	them to show understanding. (i)	sources, beliefs,
	attention and	They are also	Old and New	people and has begun	they have	The pupil can use a developing	ideas, feelings and
	recall. (i)	beginning to	Testament (i)	to link some of	shared/learnt	religious vocabulary to give	experiences, making
	They can	recognise many	The pupil is able to	these to religious	about and	reasons for most religious	links between them.
	recognise and	religious signs and	describe many	beliefs. (i) They are	beliefs. (i)	actions and symbols, within	(i) The pupil can use
	describe	symbols and use	religious signs,	also able to describe	The pupil can	different liturgies. (ii)	religious terms to
	special times or	some religious w<mark>ords</mark>	symbols and	most religious	use a	The pupil can give religious	show an
	events for	and phrases. (ii)	actions used in	signs, symbols and	developing	reasons for most actions by	understanding of
	family and	They are able to	prayer and	actions using	religious	believers and begin to show	many different
	friends. (ii)	recognise that people	Liturgy (ii) The	appropriate religious	vocabulary to	how th <mark>ey</mark> shape believers'	liturgies. (ii) The
	They can	act in a particular	pupil is able to	words and phrases	give reasons	lives. (iii)	pupil can show
	capture	way because of their	describe and	and give reasons	for many		some understanding
	religious	religion. (iii)	give many	for some of these. (ii)	religious		of how religious
	experiences	AALCINI	examples of	They are able to	actions		belief shapes life in
	and respond	VIAKING	ways that people	describe and give	&symbols . (ii)	FR DAY	different ways. (iii)
	by using a		with religious	examples of many	Give religious		
	range of		beliefs live their	ways that people	reasons for		
	media. (iii)		lives because of	with religious beliefs	many actions		
			their religious	<mark>behav</mark> e in their	by believers.		
			belief. (iii)	everyday lives and	(iii)		
				<mark>give s</mark> ome reasons			
				for their actions.			
		X		(iii)			
					,		
					,		

AT2 (On-going)	The pupil is aware of their own feelings and knows that some actions and words can		The pupil is able to talk about many of their own experiences and how these made them feel. (i) They can also reflect upon	The pupil is able to ask and answer some questions about how certain experiences make them and	The pupil is able to share with and question others about the things that have happened to them and talk about how they have felt.	The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i)	The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. (i) The pupil is able to compare	The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i) The pupil engages
	hurt others. (i) They		some things they wonder about	others feel and say why they	They can also give some	The pupil is able to	most of their own & other people's ideas about	in some discussion about
	learn new		and speak about	feel that way.	examples of how	compare	questions that are difficult to	questions of life,
	religious		these. (ii)	(i)	their and others'	most of their	answer. The pupil begins to	in light of religious
	vocabulary			The pupil can ask	behaviour is	own & other people's	engage in discussion about questions of life, in	teaching. (ii)
	(ii)			somebody	influenced by what they feel or	ideas about	light of religious teaching.	
				why they are	believe. (i)	questions that	(ii)	
				wondering	They can speak to			
		MANUEL		about	and question	answer. (ii)	DAV	
		MAKII	NG TON	something.	others about		DAY	
			79 101	They can also	things that cause			
				say what they wonder	them to wonder,			
				about God and	and they can also compare some	/		
				Jesus. (ii)	of their own and			
					other people's			
					ideas about such			
			X		questions. (ii)			
AT3 (On-going)	Encourage pupils to		Listen to a point of view. (i)	Listen and respond to a	Express a point of view and begin	Express a point of view	Express a point of view and give many reasons for it.	Express different points of view.
- •	reflect and		Talk about some	point of view.	to give a reason	and give	Make a link to many	Use sources to
	share their		sources (prayers	Ask and	for it. Make a link	some	sources that support a point	support some
	thoughts		and hy <mark>mns). (ii)</mark>	respond to questions	to a source that	reasons for it. • Make a link	of view. Begin to arrive at judgements .	points of view. Arrive at
				about sources	supports a point of view.	to some	jungeneus.	judgements.
				(prayers,	Begin to express	sources that		g-3g-11-31-0-1
				hymns	a preference.			
				,	. ,			

			and scripture stories).		support a point of view. Express a preference and give some reasons for it.		
Scripture	Acts 2: 1-4, God's Story 1 pages 36-37 (Notes page 50)	John 14: 26 John 13: 33; 14:18, God's Story 2 page 81 (Notes page 101) Acts 2: 1-4 God's Story 2 page 84-85 (Notes page 101)	Luke 24: 48-52 Luke 24: 1-9 Act 2: 1-4 - God's Story 2 pages 84-85 (Notes pages 100-101) I Thessalonians 4: 13-14, 18 - God's Story 2 page 89 (Notes page 101) John 13: 33; 14:18, 15, 26; 16:5,7,13 - God's Story 2 pages 81 (Notes pages 100-101) Romans 8: 22- 28	Matthew 28: 1-10 God's Story 3 page 126 John 16: 5-7 1 Corinthians 12: 4-8, 11 Acts 1: 6-11 God's Story 3 page 132 Acts 2: 1-18, 43, God's Story 3 page 132 Isaiah 11: 2	Acts 4:1-26 – God's Story 3 page 136 2 Corinthians 6:3-10 – God's Story 3 page 144 Acts 8: 26-30, 34-38 God's Story 3 pages 138-139	Galatians: 5: 16-17, 22-23 - God's Story 3 page 144 Luke 24: 13-35 - God's Story 3 pages 128-129 Acts 2: 32-39, 41-42 Acts 22: 6-16 Romans 8: 14-17	Luke 24: 44-49 Matthew 28: 16-20 Acts 1: 6-14 Acts 6: 6 - 7: 6 God's Story 3 page 138 Acts 16: 11-15 God's Story 3 page 139 Ephesians 2: 10
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	fire, warmth, wind, energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost	life, good news, Resurrection, Pentecost, Holy Spirit, fellowship	Transformation, transform, energy, wind, fire Holy Spirit, change, gift, Fruits of the Spirit	Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal

Liturgical	Litany of	Pentecost Feast	Prayer to the Holy	Glorious Mysteries of	Resurrection	The Holy Spirit transforms Fruits of	Holy Spirit enables
links/	praise		Spirit	the Rosary, prayer	Pentecost	the Holy Spirit	people to become
Prayers	Red for the			to the Holy Spirit			witnesses
	season of		^				Stephen as a
	Pentecost						missionary witness
	Alleluia						Martyrs, modern Christian witnesses
							Christian wurlesses
Songs/	See John Burland	See John	See John	See John	See John	See John <mark>B</mark> urland	See John Burland
Hymns	grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	grid*	grid*
	If you are	The wheels on the bus,	Hymns to the Holy	Hymns about the Holy Spirit	Hymns to the Holy Spirit	Sing Holy Spirit of fire, Lord, the light of your love	
	happy and you	Happy Days and	Spirit	нощ эрии	пощ эрии	ugit of your wve	
	know it.	Holy Days,					
	This is the day.	Give me joy in my				TO DAY	
	Alleluia song.	heart,	-10M		ARFI	ER DAY	
		Hymns to the Holy	OWI	JKKUW	V Dr.		
		Spirit					
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l							

TOPIC 8
RECONCILIATION – INTER-RELATING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	FRIENDS	BEING SORRY	RULES	CHOICES	BUILDING BRIDGES	FREEDOM & RESPONSIBILITY	HEALING
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand
	We can make friends - Explore	We have choice – sometimes we choose well, and sometimes wrongly – Explore	How rules can help at home and in school – Explore	Choices have consequences – Explore	Building bridges of friendship – Explore	Freedom involves responsibility - Explore	When people become sick and need care – Explore
	Jesus had good friends; what Jesus tells us about friendship - Reveal	God helps us to choose well and to be sorry. God forgives us – Reveal	The reasons for rules in the Christian family — Reveal	The importance of conscience in making choices — Reveal	The importance of admitting wrong, and being reconciled with God and one another – Reveal	God's rules for living freely and responsibly – the Commandments – Reveal	The Sacrament of the Anointing of the Sick – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond

AT1	The pupil is able to	The pupil is able to	The pupil is able to	The pupil is able to	The pupil can	The pupil can securely make	The pupil can
(On-going)	listen to religious	recognise some	retell accurately	use their own words to	make links	links between most religious	describe and show
	stories with	elements of	many key	accurately retell	between many	stories and people they have	under- standing of
	increasing	religious stories	elements from	stories about religious	religious stories	shared/learnt about and	some religious
	attention and	and the people	stories within the	events and people and	and people they	beliefs, and begin to	sources, beliefs,
	recall. (i)	and events within.	Old and New	has begun to link	have	describe them to show	ideas, feelings and
	They can	(i) They are also	Testament (i)	some of these to	shared/learnt	understanding. (i)	experiences, making
	recognise and	beginning to	The pupil is able to	religious beliefs. (i)	about and	The pupil can use a	links between them.
	describe special	recognise many	describe many	They are also able to	beliefs. (i)	developing religious	(i) The pupil can use
	times or events	religious signs	religious signs,	describe most	The pupil can use	vocabulary to give reasons	religious terms to
	for family and	and symbols and	symbols and	religious signs,	a developing	for most religious actions	show an
	friends. (ii) They	use some religi<mark>ous</mark>	actions used in	symbols and actions	religious	and symbols, within different	understanding of
	can capture	words and	prayer and	using appropriate	vocabulary to	litu <mark>rg</mark> ies. (ii)	many different
	religious	phrases . (ii) They	Liturgy (ii) The	religious words and	give reasons for	The <mark>p</mark> upil can give religious	liturgies. (ii) The
	experiences and	are able to	pupil is able to	phrases and give	many religious	reasons for most actions	pupil can show
	respond by using	recognise that	describe and give	reasons for some of	actions	by believers and begin to	some understanding
	a <mark>range</mark> of media.	people act in a	many examples	these. (ii)	&symbols . (ii)	show how they shape	of how religious
	(iii)	particular way	of ways that people	They are able to	Give religious	believers' lives . (iii)	belief shapes life in
		because of their	with religious	describe and give	reasons for many	R DAI	different ways. (iii)
		religion. (iii)	beliefs live their	examples of many	actions by		
			lives because of	ways that people with	believers. (iii)		
			their religious	religious beliefs behave			
			belief. (iii)	in their everyday lives			
				and <mark>give some</mark>			
				reaso ns for their			
				actions. (iii)			
AT2	The pupil is	The p <mark>upil is able to</mark>	The pupil is able to	The pupil is able to	The pupil can	The pupil can make many	The pupil can
(On-going)	aware of their	talk about many	ask and answer	share with and	make some	links to show how feelings &	confidently show
	own feelings	of their <mark>own</mark>	some questions	question others about	links to show	beliefs affect their behaviour &	how their own and
	and knows that	experiences and	about how certain	the thi <mark>ngs that have </mark>	how feelings &	that of others and begin to	others' decisions
	some actions	how these made	experiences make	happ <mark>e</mark> ned to	beliefs affect	show how	are informed by
						From and all and	1 1 1 0 1 1 / 1
	and words can hurt others. (i)	them feel. (i)	them and	them and talk about how they	their behaviour	own and others'	beliefs and values. (i)

	They learn new religious vocabulary (ii)	They can also reflect upon some things they wonder about and speak about these. (ii)	others feel and say why they feel that way. (i) The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)	have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)	& that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii)	decision are informed by beliefs and values. (i) The pupil is able to compare most of their own & 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. (ii)	The pupil engages in some discussion about questions of life, in light of religious teaching.
AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk about some sources (prayers and hymns). (ii)	Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).	Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.	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.	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.	Express different points of view. Use sources to support some points of view. Arrive at judgements.
Scripture	Mark 6: 7, 30- 32 God's Story 2 page 66	Isaiah 58: 9-11 – God's Story 2	John 15: 12	Matthew 21: 28-31	Colossians 3: 12-15	Exodus 20: 1-17, Deuteronomy 6: 4-9	Mark 6: 13

	(Notes page 99) John 13: 34 God's Story 1 pages 32-33 Nursery John 13: 34-35 God's Story 2 pages 72-73 Reception (Notes page	pages 48-49 (Notes page 97) Luke 5: 27-31 - God's Story 2 page 68 (Notes page 99) Luke 19: 1-10 - God's Story 2 pages 70- 71 (Notes page 99) John 13: 34-35 - God's Story 2 page 72 (Notes page 100)	Colossians 3: 10- 17 God's Story 2 page 87 (Notes page 101) Matthew 18: 21- 22 God's Story 2 page 65 (Notes page 99)	1 Thessalonians 5: 12-18 God's Story 3 page 148 Luke 15: 11-32 God's Story 3 page 102	Matthew 5: 23- 24 Luke 15:3-6,7 God's Story 3 page 104 Mark 12: 28-31 God's Story 3 page 92	Isaiah 58: 3-8 God's Story 3 page 63 Amos 5: 14-15 God's Story 3 page 67 Mark 12: 28-31 God's Story 3 page 92 Matthew 5: 1-17 God's Story 3 page 82	Luke 18: 35-43 and God's Story 3 page 98 Luke 10: 30-37 James 5: 14-15
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	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
Liturgical links:/ Prayers	Litany of thanks for friends	Prayers of sorrow The Sign of Peace	Act of sorrow The Sign of Peace	Act of sorrow Act of contrition Examination of Conscience Litany	Penitential Rite 2 and 3 Prayers Act of Contrition Sacrament of Reconciliation	Act of Contrition Sacrament of Reconciliation	Litany, Prayers for the sick Rite of the Sacrament of the Anointing of the Sick Final prayers

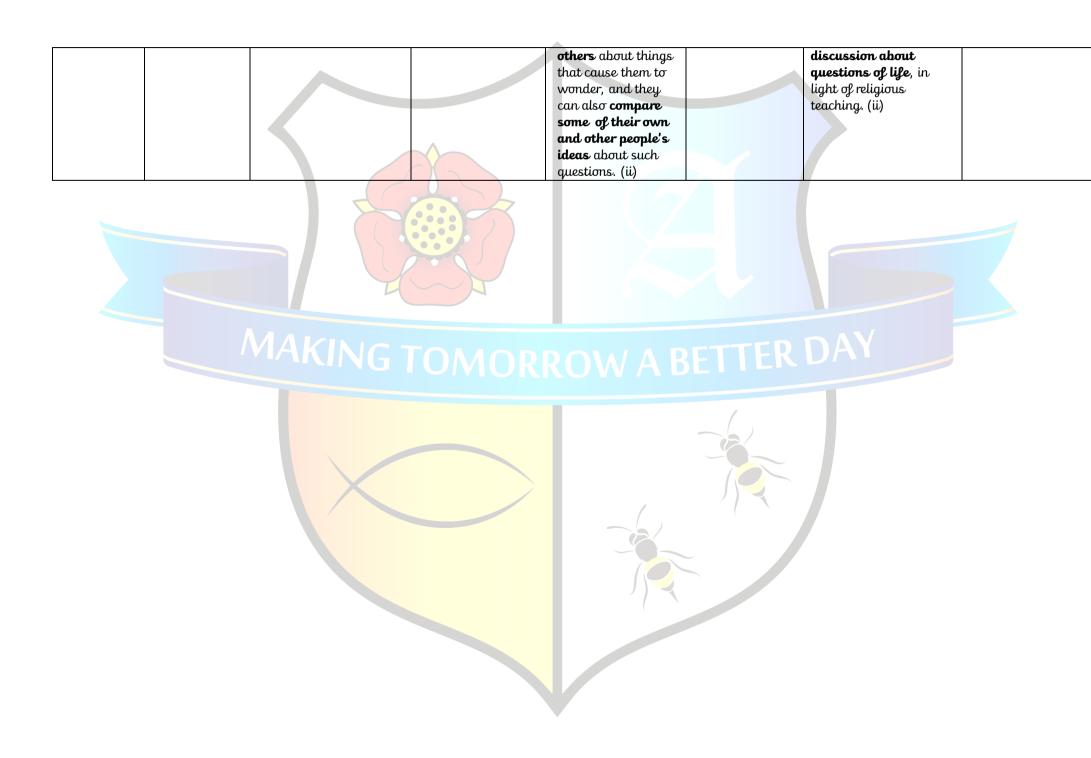
Songs/	See John Burland	See John Burland	See John	See John	See John Burland	See John Burland	See John Burland
Hymns	grid*	grid* Make me a	Burland grid*	Burland grid*	grid* Make me a	grid*	grid*
8		channel of your			channel of your		
	A new Commandment	peace	Hymns about		peace		
	chorus		peace				
	Come and join						
	the circle						
	Bernadette Farrell						
	Alleluia song.						
	J						

MAKING TOMORROW A BETTER DAY

TOPIC 9 UNIVERSAL CHURCH – WORLD

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	OUR WORLD	NEIGHBOURS	TREASURES	CHOICES	GOD'S PEOPLE	STEWARDSHIP	COMMON GOOD
Learning outcomes	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand:	Know and understand
	What we love and wonder about our world - Explore	Neighbours all around - Explore	What we treasure - Explore	Everyone has a special place – Explore	Ordinary people who do extraordinary things – Explore	Caring for the Earth – Explore	Justice for the good of all - Explore
	God gave us this wonderful world - Reveal	Everyone is our neighbour and is loved by God – Reveal	The world is God's treasure given to us - Reveal	Special Places for Jesus and the Christian Community — Reveal	Different saints show people what God is like – Reveal	The Church is called to Stewardship of Creation – Reveal	The work of Christians for the common good of all – Reveal
	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond

AT1	The pupil is	The pupil is able to	The pupil is able to	The pupil is able to	The pupil can	The pupil can securely	The pupil can
(On-going)	able to listen to	recognise some elements	retell accurately	use their own words	make links	make links between most	describe and show
	religious	of religious stories and the	many key elements	to accurately retell	between many	religious stories and people	under- standing of
	stories with	people and events within.	from stories within the	stories about	religious stories and	they have shared/learnt	some religious
	increasing	(i) They are also	Old and New	religious events and	people they have	about and beliefs, and	sources, beliefs,
	attention and	beginning to recognise	Testament (i) The	people and has	shared/learnt about	begin to describe them	ideas, feelings and
	recall. (i) They	many religious signs	pupil is able to	begun to link some	and beliefs. (i)	to show understanding.	experiences, making
	can recognise	and symbols and use	describe many	of these to religious	The pupil can	(i) The pupil can use a	links between them
	and describe	some religious words	religious signs,	beliefs. (i) They are	use a developing	developing religious	(i) The pupil can u
	special times	and phrases. (ii)	symbols and actions	also able to describe	religious	vocabulary to give	religious terms to
	or events for	They are able to recognise	used in prayer and	most religious signs,	vocabulary to	reasons for most	show an
	family and	that people act in a	Liturgy (ii)	symbols and actions	give reasons for	religious actions and	understanding of
	friends. (ii)	particular way because of	The pupil is able to	using appropriate	many religious	symbols, within	many different
	They can	their religion. (iii)	describe and give	religious words and	actions	different liturgies. (ii) The	liturgies. (ii) The
	capture		many examples of	phrases and give	&symbols . (ii)	pupil can give religious	pupil can show
	religious		ways that people	reasons for some of	Give religious	reasons for most	some
	experiences		with religious beliefs	these. (ii)	reasons for	actions by believers and	understanding of
	and respond	AAICH	live their lives because	They are able to	many actions by	begin to show how they	how religious beli
	by using a	MAKING	of their religious	describe and give	believers. (iii)	shape believers' lives.	shapes life in
	range of		belief. (iii)	examples of many		(iii)	different ways. (iii)
	media. (iii)			ways that people			
				with religious beliefs behave in their			
				everyday lives and			
				give some reasons			
				for their actions. (iii)			
AT2	The pupil is	The pupil is able to talk	The pupil is able to ask	The pupil is able to	The pupil can	The pupil can make	The pupil can
(On-gơing)	aware of their	about many of their own	and answer some	share with and	make some	many links to show	confidently show
. 0 0	own feelings	experiences and how these	questions about how	question others	links to show	how feelings & beliefs	how their own an
	and knows	made th <mark>em feel. (i)</mark>	certain experiences	about the things that	how feelings &	affect their behaviour &	others' decisions
	that some	They can also reflect upon	make them and	have happened to	beliefs affect	that of others and begin	are informed by
	actions and	some things they	others feel and say	them and talk	their behaviour &	to show how own and	beliefs and values.
	words can	wonder about and	why they feel that	about how they	that of others.	others' decision are	The pupil engages i
	hurt others. (i)	speak about these. (ii)	way. (i) The pupil can	have felt. They can	(i)	informed by beliefs and	some discussion
	They learn		ask somebody why	also give some	The pupil is able to	values . (i) The pupil is	about questions of
	new religious		they are wondering	examples of how their	compare most of	able to compare most of	life, in light of
	vocabulary (ii)		about something.	and others' behaviour	their own & other	their own & other	religious teaching.
			They can also say	is influenced by what	people's ideas	people's ideas about	(ii) °
			what they wonder	they feel or believe. (i)	about questions that	questions that are	•
			about God and	They can speak to	are difficult to	difficult to answer. The	
		1	Jesus. (ii)	and question	answer. (ii)	pupil begins to engage in	



AT3 (On-going)	Encourage pupils to reflect and share their thoughts	Listen to a point of view. (i) Talk ahout some sources (prayers and hymns). (ii)	Listen and respond to a point of view. Ask and respond to questions about sources (prayers, hymns and scripture stories).	Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.	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.	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.	Express different points of view. Use sources to support some points of view. Arrive at judgements.
Scripture	Genesis 1: 3, 9, 20, 24–26, God's Story 1, pages 4-7 (teachers' notes, page 42) Psalm God's Story 1, pages 8-11 (teachers' notes page 42)	Psalm 18: 1-5 Isaiah 12: 4-9: God's Story 2 page 47 Mark 6: 30-32: God's Story 2 page 66 Luke 10: 25-37	Genesis 1:3, 9, 20, 24, 26 - Gord's Story 2 page 9 (Teachers' notes page 94) Psalm 19: 1-6 - Gord's Story 2 page 28 (Teachers' notes page 96) Isaiah 27: 3-4, 6 Luke 12: 27-28 - Gord's Story 2 page 69 (Teachers' notes page 99) Isaiah 41: 17-18 (PowerPoint) Psalm 147: 4-5, 8- 9, 15-18 - Gord's Story 2 page 35	Luke 2: 11 Bethlehem Matthew 2: 23 Nazareth Luke 2: 41, 46 Jerusalem Mark 1: 9, Baptism in the Jordan Matthew 5: 1-2 Sermon on the mount Psalm 24: 1 Romans 5: 5	1 John 3: 1-3 - God's Story 3, page 149 Colossians 3: 12-13 God's Story 3, page 147 1 Corinthians 12: 4-30	Genesis 1: 1-31 God's Story 3 pages 8-9 Leviticus 19: 9-10 God's Story 3 page 30 Psalm 104 God's Story 3 page 51 Isaiah 1: 17 Luke 12: 32-34	Micah 6: 8 Matthew 5: 1-17 God's Story 3 page 82 Matthew 25: 31-40 Luke 4: 14-22

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Vocabulary	world, wonder, wonderful, care, love,	neighbour, love, world, Fairtrade, global, family, psalm, share	treasure, gift, care, love, protect, respect, preserve creation, precious	special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth	ordinary, extraordinary, admire, saint, martyr	care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created,	justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic
	share, work/play together			инирие, тигиней	Communion of Saints, peace, justice	steward's stewardship, climate, preserve, ecology, integrity harmony	Social Teaching.
Liturgical	God made the	Everyone is our	Gloria (part 1)	Pilgrimage, pilgrims	Feast of All Saints	Nicene creed - opening	Beatitudes Common
links/ Prayers		neighbour and is loved by	from the	Temple Jerusalem		sentence	Good Catholic Social
	shares the	God	Mass	World as a holy		Holy, Holy Offertory prayer	Teaching
	world	7		place			
Songs/	See John	See John	See John	See John	See John	See John Burland	See John
Hymns	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	grid*	Burland grid*
Ü	He's got the	When I needed a	Live Simply song:		KFIIEK	All creatures of our God and	When I needed a
	whole world in his hands	neighbour Thank you,	If you want to			King	neighbour Who will
	rus rurus Praise him.	Lord, for this	change the			Laudate si	speak if you don't?
	praise him Louis Armstrong: What a wonderful world!	fine day	world, change your life. (To the tune of If you're				aon i: Look around you
			happy and you know it)				