















Topic 1
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	FS MYSELF	Y1 FAMILY	Y2 BEGINNINGS	Y3 HOMES	Y4 PEOPLE	Y5 OURSELVES	Y6 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 - <b>Explore</b>	The many beginnings each day offers - Explore	The joys and sorrows of being a family at home - Explore	Our family trees - <b>Explore</b>	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 - <b>Reveal</b>	God is present in every beginning - Reveal	God's vision for every family - <b>Reveal</b>	The family of God in Scripture - Reveal	Ourselves 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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	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 - <b>Respond</b>

















		eace - Welvillanine		10486		ů	
AT1	The pupil is	The pupil is able	The pupil is able to	The pupil is able to	The pupil can	The pupil can	The pupil can
(On-going)	able to <b>listen</b>	to recognise	retell accurately	use their own words	make links	securely make links	describe and show
	to religious	some elements of	many key elements	to accurately retell	<b>between</b> many	between most	under-standing of
	stories with	religious stories	from storieswithin	stories about	religious stories	religious stories and	some religious
	increasing	and the people	the Old and New	religious events and	and people they	people they have	sources, beliefs,
	attention and	and events within.	Testament (i)	people and has	have	shared/learnt about	ideas, feelings and
	recall. (i)	(i) They are also	The pupil is able to	begun to link some	shared/learnt	and beliefs, and <b>begin</b>	experiences,
	They can	beginning to	describe many	of these to religious	about and	to describe them	making links
	recognise	recognise many	religious signs,	beliefs. (i) They are	beliefs. (i)		between them. (i)

















and descr special tin or events family and friends. (i They can capture religious experience and respo by using a range of me (iii)	and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)	prayer and Liturgy (ii) The pupil is able to	also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons fortheir actions. (iii)	The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)	to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)	The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)
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		eace - Lastruzzatus		2-22		•	
AT2	The pupil is	The pupil is able	The pupil is able to	The pupil is able to	The pupil can	The pupil can make	The pupil can
(On-going)	aware of <b>their</b>	to talk about	ask and answer	share with and	make some	many links to show	confidently show
	own feelings	many of their own	some questions	question others	links to show	how feelings & beliefs	how their own
	and knowsthat	experiences and	about how certain	about the things that	how feelings &	affect their behaviour	and others'
	some actions	how these <b>made</b>	experiences make	have happened to	beliefs affect	& that of others and	decisions are
	and words can	them feel. (i)	them and others feel	them and talk about	their behaviour	begin to show how	informed by beliefs
	hurt others. (i)	They can also	and say why they	how they have felt.	& that of	own and others'	and values. (i)
	They learn	reflect upon	feel that way. (i)	They can also give	others. (i)	decision are	The pupil <b>engages</b>
	new <b>religious</b>	some things	The pupil can ask	some examples of	The pupil is able	informed by beliefs	in some discussion
	vocabulary	they wonder	somebody why they	how their and	to <b>compare</b>	and values. (i)	about questions of
	(ii)	about and	are <b>wondering</b>	others' behaviour is	most of their	The pupil is able to	<b>life,</b> in light of
		speak about	about something.	influenced by what	own & other	compare most of	religious teaching. (ii)
		these. (ii)	They can also say	they feel or believe.	people's ideas	their own & other	
			what they wonder	(i)	about questions	people's ideas about	
			about God and Jesus.	They can <b>speak to</b>	that are difficult	questions that are	
			(ii)	and question	to answer. (ii)	difficult to answer.	
				others about things		The pupil begins to	



















				that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. (ii)		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 apoint 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 Col 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	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



















					Ruth 1: 2-7, 16, 17 1 Kings 1, 2, 4		
Vocabulary	myself, name, Christian, first name, family name, class name, precious, parent, God, love, loving parent, prayer	family, belong, God, love, care, different, God's children, psalm, family of God, response	beginning, new start, family, friend, creation, psalm, litany	home, love, family, difference, respect, joys, sorrows, community, family	chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic	qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker	unconditional, forgiveness, mercy, prodigal, parable, reconciliation
Liturgical links/ Prayers	Morning, night prayer. Prayer of thanksgiving for making me 'me'. Introduction to grace before and after meals	Litany, Responses Place for prayer	Litany, Responses Place for prayer	Morning and Evening prayers		Litany	Litanies
Songs/ Hymns	If I were a butterfly My God Loves Me Good Morning Lord				Song of Ruth: 'Wherever you go, I will go.' Songs from Joseph and his Amazing Technicolour Dreamcoat	God Beyond All Names You Have Called Us By Our Name You Are Mine Lord, You Are Near God Has Chosen Me	Let there be love shared among us This is My Body Though the Mountains may fall The Kingdom of Heaven Love Changes Everything I do Love is all around



















	FS	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 - <b>Explore</b>	The love and care shown in the family-Explore	Belonging to a group involves promises and rules- <b>Explore</b>	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 - <b>Reveal</b>	The vocation of priesthood and religious life - <b>Reveal</b>
	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>
AT1 On-going)	The pupil is able to listen to religious stories with increasing attention and	The pupil is able to recognise some elements of religious stories and the people and events within. (i)	The pupil is able to retell accurately many key elements from stories within	The pupil is able to use their own words to accurately	The pupil can make links between many religious stories and people they	The pupil can securely make links between most religious stories and people they have	The pupil can describe and show under-standing of some religious sources, beliefs, ideas, feelings and experiences, making links betwee them. (i)  The pupil can use religious term

















recall. (i)

They are also

the Old and

retell stories have about religious

shared/learnt

to show an understanding of many

















·	T	Ι		·	T	
They can	beginning to	New	events and	shared/learnt	about and beliefs,	different liturgies. (ii) The pupil can
recognise	recognise many	Testament (i)	people and has	about and	and <b>begin to</b>	show some understanding of how
and describe	religious signs	The pupil is	begun to link	beliefs. (i)	describe them	religious belief shapes life in
special times or	and symbols and	able to	some of these	The pupil can	to show	different ways. (iii)
events for	use some	describe	to religious	use a	understanding.	
family and	religious words	many	beliefs. (i) They	developing	(i)	
friends. (ii)	and phrases. (ii)	religious	are also able to	religious	The pupil can use	
They can	They are able to	signs,	describe	vocabulary to	a developing	
capture	recognise that	symbols and	most religious	give reasons	religious	
religious	people act in a	actions used	signs, symbols	for many	vocabulary to	
experiences	particular way	in prayer and	and actions	religious	give reasons for	
and <b>respond</b>	because of their	Liturgy (ii)	using	actions	most religious	
by using a	religion. (iii)	The pupil is	appropriate	&symbols.	actions and	
range of media.		able to	religious words	(ii)	symbols, within	
(iii)		describe and	and phrases and		different liturgies.	
		give many	give reasons	religious	(ii)	
		examples of	for some of	<b>reasons</b> for	The pupil can	
		ways that	these. (ii)	many actions	give religious	
		people with	They are able	by believers.	reasons for	
		religious	to <b>describe</b>	(iii)	most actions by	
		beliefs live	and give		believers and	
		their lives	examples of		begin to show	
		because of	many ways		how they shape	
		their religious	that people		believers' lives.	
		belief. (iii)	with religious		(iii)	
			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	The pupil can	The pupil can	The pupil can <b>confidently show</b>
(On-going)	aware of <b>their</b>	talk about many	able to <b>ask</b>	able to <b>share</b>	make some	make many	how their own and others'
(611 361113)	own feelings	of their own	and answer	with and	links to show	links to show	decisions are informed by beliefs and
	and knowsthat	experiences and	some	question	how feelings &	how feelings &	values. (i)
	some actions	how these <b>made</b>	questions	others about	beliefs affect	beliefs affect their	The pupil engages in some
	and words can	them feel. (i)	about how	thethingsthat	their	behaviour & that	discussion about questions of life,
	hurt others.(i)	They can also	certain	have happened	behaviour &	of others and	in light of religious teaching. (ii)
	They learnnew	reflect upon	experiences	to them and	that of others.	begin to <b>show</b>	
	religious	some things	make them	talk about	(i)	how own and	
	vocabulary	they wonder	and others	how they have	The pupil is	others' decision	
	(ii)	about and speak	feel and say	felt. They can	able to	are informed by	
		about these. (ii)	why they	also <b>give</b>	compare	beliefs and	
			feel that	some	most of	values. (i)	
			way. (i)	examples of	their own &	The pupil is able	
			The pupil can ask somebody		other people's	to compare most of their	
			why they are	others' behaviour is	ideas about	own & other	
			wondering	influenced by	questions that	people's ideas	
			about	what they feel	are difficultto	about questions	
			something.	or believe. (i)	answer. (ii)	that are difficult	
			They can also	They can	(,	to answer. The	
			say what	speak to and		pupil begins to	
			they wonder	question		engage in	
			about God	others about		discussion	
			and Jesus. (ii)	things that		about questions	
				cause them to		<b>of life</b> , in light of	
				wonder, and		religious teaching.	
				they can also		(ii)	
				compare			
				some of their			
				own and			
				other			
				people's ideas			
				about such			
				questions. (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	Colossians 3:12	Mark 10: 13-16; God's Story 1 pages 30-31		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 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	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
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

















	class, Baptism, baptise, water, candle, In the name of Reception: family, priest, white garment, godparents, font	invitation, welcome, Baptism, godparents, font, sign	Good News sign, symbols	Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity	Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called	fidelity commitment	
Liturgical links/ Prayers	Sign of the Cross	Celebration of the Word	Holy water in Church	Rite of Baptism, the litany of the saints, The Creed Our Father	The rite of Confirmation Come Holy Spirit	Marriage service	Prayer of Blessed John Henry Newman
Songs/ Hymns	See John Burland grid*	See John Burland grid*	See John Burland grid*	See John Burland grid*	See John Burland grid* God has chosen me Bernadette Farrell Christ be Our Light Bernadette Farrell	See John Burland grid*	See John Burland grid*

<sup>\*</sup>John Burland music resources - https://www.comeandseere.co.uk/music-sound/john-burland-music



















	FS	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; waitingfor a birthday - <b>Explore</b>	About the times that it is necessary to wait and the use of that time - Explore	Preparing for special times - <b>Explore</b>	Belonging to a group involves promises and rules- <b>Explore</b>	The response to being chosen - <b>Explore</b>	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 - <b>Reveal</b>	Marriage commitment and service - <b>Reveal</b>	The vocation of priesthood and religious life - <b>Reveal</b>
	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 - <b>Respond</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>

















	Pe	ace - REST	ON DEPENDENCE CHOTTY/ATTOM	CARPAITLEMORE B	TENTERNIN	8	
AT1	The pupil is able	The pupil is able	The pupil is able to	The pupil is able	The pupil can	The pupil can	The pupil can <b>describe</b>
(On-going)	to <b>listen</b> to	to <b>recognise</b>	retell accurately	to use their own	make links	securely make	and show under-
	religious stories	some elements	many key elements	words to	<b>between</b> many	links between	standing of some
	with increasing	of religious	from stories within the	accurately	religious stories	most religious	religious sources, beliefs,
	attention and	stories and the	Old and New	retell stories	and people they	stories and people	ideas, feelings and
	recall. (i)	people and	Testament (i)	about religious	have	they have	experiences, making
		events within. (i)		events and people	shared/learnt	shared/learnt about	

















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

















	, -6	ace - ASPRIAN	(SOC) OKTOMENTERCOMENCEMENT GALOTTIVACATIONS	I DISMILISTES (6		8	
AT2	The pupil is	The pupil is able	The pupil is able to <b>ask</b>	The pupil is able	The pupil can	The pupil can	The pupil can
(On-going)	aware of <b>their</b>	to <b>talk about</b>	and answer some	to share with	make some	make many links	confidently show how
, , ,	own feelings	many of their	questions about how	and question	links to show	to show how	their own andothers'
	and knows that	own	certain experiences	others about the	how feelings &	feelings & beliefs	decisions are informed
	some actions	experiences and	make them and others	things that have	beliefs affect	affect their	by beliefs and values. (i)
	and words can	how these	feel and say why they	happened to	their behaviour	behaviour & that of	The pupil <b>engages in</b>
	hurt others. (i)	made them	feel that way. (i)	them and talk	& that of	others and begin to	some discussion
		feel. (i)	The pupil can ask	about howthey	others. (i)	show how own	about questions of
			somebody why they are	have felt. They		and others'	



















	They learn new religious vocabulary (ii)	They can also reflect upon some things they wonder about and speak about these. (ii)	wondering about something. They can also say what they wonder about God and Jesus. (ii)	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)	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)	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	Luke 2: 8-20- God's Story 2 page 59 Luke 2: 4-7 God's Story 2 page 58 God's Story 1 pages 24-25, 26- 27 (teachers' notes pages 46-47) Matthew 2: 1-12 - God's Story 2 page 60	Luke 1: 26-31, 38 - God's Story 2 page 55 Luke 1: 39-45 - God's Story 2 page 56 Luke 2: 1-7 - God's Story 2 page 58 Luke 2: 8-20 - God's Story 2 page 59	Isaiah 9: 2, 6 God's Story 2 page 46 Luke 1: 26-31, 38, 39-45 God's Story 2 page 55 Luke 1: 45-55 God's Story 2 page 56 Luke 2: 1-7 God's Story 2 page 58 (teachers' notes page 98)	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 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	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
Vocabulary	birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib Reception: shepherds, wise men	waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath	preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation	Promises, rules, actions, symbols, rite, Sacrament, commitment, faith, welcome, Church, ceremonies, Chrism, anointing, Trinity	chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called	Vocation, marriage, service, responsibility, fidelity commitment	Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows
Liturgical links/ Prayers	Hail Mary	Hail Mary	Advent prayers Christmas Mass prayer	Rite of Baptism, the litany of the saints, The Creed Our Father	The rite of Confirmation Come Holy Spirit	Marriage service	Prayer of Blessed John Henry Newman



















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

<sup>\*</sup>John Burland music resources - <a href="https://www.comeandseere.co.uk/music-sound/john-burland-music">https://www.comeandseere.co.uk/music-sound/john-burland-music</a>



















	FS	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:
outcomes	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	Ajourneythrougha year - <b>Explore</b>	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 <b>Reveal</b>	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 - <b>Respond</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills o assimilation, celebration and application of the above - <b>Respond</b>

















AT1 (On-going)	The pupil is able to listen to religious 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 experiences and respond by using a range of media. (iii)	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 religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)	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, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)	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 also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)
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AT2	The pupil is aware of	The pupil is able	The pupil is	The pupil is able to	The pupil can <b>make</b>	The pupil can <b>make</b>	The pupil can
(On-going)	their own feelings	to <b>talk about</b>	able to <b>ask</b>	share with and	some links to	many links to	confidently show
	andknows that some	many of their	and answer	question others	show how feelings &	show how feelings &	how their own
	actions and words	own experiences	some	about the things	beliefs affect their	beliefs affect their	and others'
	can hurt others. (i)	and how these	questions	that have happened	behaviour & that of	behaviour & that of	decisions are
	They learn new	made them	about how	to them and talk	others. (i)	others and begin to	informed by beliefs
	religious	feel. (i)	certain	about how they	The pupil is able to	show how own	and values. (i)
	vocabulary (ii)	They can also	experiences	have felt. They can	compare most of	and others'	The pupil <b>engages</b>
		reflect upon	make them and	also <b>give some</b>	their own & other	decision are	in some
		some things	others feel and	examples of how	people's ideas	informed by	discussion about
		they wonder	say why they	their and others'	about questions that	beliefs and values.	questions of life,
		about and	feel that way.	behaviour is	are difficult to	(i)	in light of religious
		speak about	(i)	influenced by what	answer. (ii)	The pupil is able to	teaching. (ii)
		these. (ii)	The pupil can	they feel or believe.		compare most of	
			ask somebody	(i)		their own & other	
			why they are	They can <b>speak to</b>		people's ideas	
			wondering	and question		about questions that	
			about	others about things		are difficult to	
			something.	that cause them to		answer. The pupil	
			They can also	wonder, and they		begins to <b>engage in</b>	
			say <b>what they</b>	can also <b>compare</b>		discussion about	
			wonder about	some of their		questions of life, in	
			God and Jesus.	own and other		light of religious	
			(ii)	people's ideas		teaching. (ii)	
				about such			
I				questions. (ii)			
				7 ()			
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AT3	Encourage pupils to	<b>Listen</b> to a point	Listen and	Express a point	Express a point of	Express a point of	Express different
(On-going)	reflect and share	of view. (i)	respond to a	<b>of view</b> and begin	view and give	view and give	points of view.
	their thoughts	Talk about	point of view.	to give a reason	some reasons for	many reasons for	Use sources to
		some sources	Ask and	for it. Make a link	it. • Make a link to	it. Make a link to	support some
		(prayers and	respond to	to a source that	some sources that	many sources that	points of view.
		hymns). (ii)	questions	supports a point of	support a point of	support a point of	Arrive at
			about sources	view.	view.	view. Begin to	judgements.
			(prayers,	Begin to express a	Express a	arrive at	
			hymns and	preference.	preference and	judgements.	



















			scripture stories).		give some reasons for it.		
Scripture	Luke 2: 22b - God's Story 1 pages 28-29 (teachers' notes page 48)	Luke 2: 23-40 - God's Story 2 page 62 Luke 2: 41-52 - God's Story 2 page 63 (teachers' notes page 99)	Matthew 3: 13- 17 John 13: 34-35	Story 3 page 42	Romans 12: 8-11-God's Story 3 page 141 (teachers' notes page 159) Mark 3: 13-19 -God's Story 3 page 90 (teachers' notes page 157) Acts 6: 2-13; 7: 57-60 - God's Story 3 page 137	Luke 4: 14-22 - God's Story 3 page 95 Isaiah 61: 1-2, 10-11 -God's Story 3 page 65 Luke 8: 1-3 - God's Story 3 page 99 John 17: 11-12, 20- 23 - God's Story 3 page 109 I Corinthians 12: 12- 17, 21, 27	Romans 15: 4-6 Bible Bible references, genre, context
Vocabulary	Church, priest, celebrate, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar <b>Reception:</b> Temple, parish,	Special people, greeters, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, Extraordinary ministers, readers, choir, cleaners, priest, collectors, musicians	books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal	calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady	community, commitment, responsibility, parish, laity, ministries, Extraordinary Ministers, service, funeral rites, pastoral area, deanery	Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired	Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre



















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

<sup>\*</sup>John Burland music resources - https://www.comeandseere.co.uk/music-sound/john-burland-music

















EUCHAR	<mark>IST - RELATING</mark>   FS	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 <b>Explore</b>	Listening and sharing with one another- Explore	Giving and receiving every day - <b>Explore</b>	How memories are kept alive - Explore	What nourishes and what spoils friendship and unityExplore
	The joy of gathering together to celebrate at Mass - Reveal	Mass as Jesus' special meal- <b>Reveal</b>	The Eucharist: the parish family thanks God for Jesus- <b>Reveal</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - Respond

















AT1 (On-going)	The pupil is able to listen to religious 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 experiences and respond by using a range of media. (iii)	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 religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)	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, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)	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 also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iiii)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)

















	1	T	1		T	T	
AT2	The pupil is aware	The pupil is able	The pupil is able to <b>ask</b>	The pupil is able to	The pupil can	The pupil can	The pupil can
(On-going)	of <b>their own</b>	to <b>talk about</b>	and answer some	share with and	make some	make many links	confidently show
	feelings and	many of their	questions about how	question others	links to show	to show how	how their own
	knows that some	own	certain experiences	about the things	how feelings &	feelings & beliefs	and others'
	actions and words	experiences and	make them and others	that have happened	beliefs affect	affect their	decisions are
	can hurt others.	how these	feel and say why they	to them and <b>talk</b>	their behaviour	behaviour & that of	informed by beliefs
	(i)	made them	feel that way. (i)	about how they	& that of others.	others and begin to	and values. (i)
	They learn new	feel. (i)	The pupil can ask	have felt. They can	(i)	show how own	The pupil engages
	religious	They can also	somebody why they are	also <b>give some</b>	The pupil is able	and others'	in some
	vocabulary (ii)	reflect upon	wondering about	examples of how	to compare	decision are	discussion about
		some things	something. They can	their and others'	most of their	informed by	questions of life,
		they wonder	also say what they	behaviour is	own & other	beliefs and	in light of religious
		about and	wonder about God and	influenced by what	people's ideas	values. (i)	teaching. (ii)
		speak about	Jesus. (ii)	they feel or believe.	about questions	The pupil is able to	
		these. (ii)		(i)	that are difficult	compare most of	
		, ,		They can <b>speak to</b>	to answer. (ii)	their own &	
				and question		other people's	
				others about		ideas about	
				things that cause		questions that are	
				them to wonder,		difficult to answer.	
				and they can also		The pupil begins to	
				compare some of		engage in	
				their own and		discussion about	
				other people's		questions of life,	
				ideas about such		inlight of religious	
				questions. (ii)		teaching. (ii)	
				questions. (11)			

















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AT3 (On-going)	Encourage pupils to <b>reflect</b> 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 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.



















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

















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Liturgical	Our Father	Mass, Last	Responses; Thanks be	Parts of the Mass,	The Eucharist;	The Eucharist;	Responses of the
links/		Supper,	to God, Holy, Holy,	the Gloria,	Introductory	Introductory Rite,	Mass, Communion
Prayers		Our Father		Mass responses.		Communion Rite	Rite,



















			Eucharistic Prayer for Children 1		Rite, Communion Rite		The Sign of Peace
Songs/ Hymns	See John Burland grid* Thank you, song	See John Burland grid*	See John Burland grid*	See John Burland grid* Love is like a Magic Penny Hymns used at Mass, Gloria, Holy, Holy,	See John Burland grid* The Sharing song.	See John Burland grid* Holy, Holy.	See John Burland grid* Communion hymns Bind us together Lord Let there be love shared among us

<sup>\*</sup>John Burland music resources - <a href="https://www.comeandseere.co.uk/music-sound/john-burland-music">https://www.comeandseere.co.uk/music-sound/john-burland-music</a>

















	TOPIC 6 LENT/EASTER - GIVING											
LEN17EA	FS 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 - <b>Explore</b>	The love and care shown in the family - Explore	How people give themselves - <b>Explore</b>	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 - <b>Reveal</b>	Lent, a time to remember Jesus total giving - <b>Reveal</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	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 - <b>Respond</b>					

















The pupil is able to listen to religious stories with increasing attention and recall. (i) They can recognise and describe special times or events for family and friends. (ii) They are also beginning to religious experiences and respond by using a range of media. (iii)  They can are religious special times or events for family and friends. (iii) They are also beginning to religious experiences and respond by using a range of media. (iii)  They can capture religious beries and religious special times or events for family and friends. (iii) They can capture religious beries to religious experiences and respond by using a range of media. (iii)  They can capture religious beries and the proposition and symbols and assome religious beries and people and the begun to link some of these to religious beries and symbols and assome religious beries and people and the begun to link some of these to religious experiences and respond by using a range of media. (iii)  They can and describe and symbols and uses ome religious beries and people and begin to describe and symbols and actions using angular to describe and symbols and actions using an appropriate religious beries to religious experiences and respond by using a range of media. (iii)  They can and describe and the open the within. (i) The pupil is able to describe and symbols and assome religious beries and people and have shared/learnt about and beliefs. (ii) The pupil can use adverloping religious events and people and have shared/learnt about and beliefs. (ii) The pupil can use their own words to accurately retetl stories about and beliefs. (ii) The pupil can use adverloping religious voicabulary to give reasons for religious beries and people and have shared/learnt about and beliefs. (ii) The pupil can use adverloping religious voicabulary to give reasons for most religious beries and people and have the people with religious beries and people and have the people with religious beries and people and have the people with religious beries and people and have the pr
actions. (III)



















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

















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(On-going) pu	upils to eflect and nare their noughts	Talk about some sources (prayers and	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.	view and give many reasons for it. Make a link to many sources that support a point of	points of view. Use sources to support some



















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) Acts2:23-24 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 Story2page 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	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,	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,	Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal

















				Sorrowful Mysteries		crucifixion, Easter vigil, Resurrection	
Liturgical links/ Prayers	Sign of the Cross	Lent, Ash Wednesday	Stations of the Cross	Ash Wednesday, Lent, Sorrowful Mysteries of the Rosary, Holy Week, Easter	The Stations of the Cross, Sorrowful Mysteries of the Rosary, Holy Week, Easter Triduum	Lent, Holy Week, Maundy Thursday, altar of repose, Station of the Cross, Sorrowful Mysteries of the Rosary	Lent, Ash Wednesday, Holy Week, Easter Vigil
Songs/ Hymns	See John Burland grid*  This is the wood of the Cross (Taine) Jesus Remember Me (Taizé)	See John Burland grid*	See John Burland grid*  Taizé chants Whatsoever you do to the least of	See John Burland grid*	See John Burland grid*	See John Burland grid* Graham Kendrick: For God so loved the world, Amazing Love	See John Burland grid*

<sup>\*</sup>John Burland music resources - https://www.comeandseere.co.uk/music-sound/john-burland-music



















	FS	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 - <b>Explore</b>	Passing on messages - <b>Explore</b>	The energy of fire and wind - Explore	How good newsbringslife - <b>Explore</b>	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 - <b>Reveal</b>	Pentecost, spreading the Gospel message through the gift of the Holy Spirit - Reveal	The wonder and power of the Holy Spirit - <b>Reveal</b>	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 - <b>Reveal</b>
	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	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 o assimilation, celebration and application of the above - <b>Respond</b>

















AT1 (On-going)	The pupil is able to listen to religious 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 experiences and respond by using a range of media. (iii)	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 religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)	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, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief	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 also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)
			religious beliefs live their lives	people with religious beliefs	by believers.		

















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	The pupil is able to share with and question others about the things that have happened to them and talk about how they havefelt. 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	The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to compare most of their own & other people's ideas about questions that are difficult to	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 begins to engage in discussion about questions of life, in light of religious teaching. (ii)	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)
	They learn new	wonder about and speak about	say why they	some examples of how their and	able to compare	<b>people's ideas</b> about questions that are difficult to	discussion about questions of life,
	vocabulary	these. (ii)	The pupil can	is influenced by	own & other	engage in discussion about	
			why they are wondering	believe. (i) They can <b>speak to</b>	ideas about questions that		
			something. They can also	and question others about things that cause	answer. (ii)		
			say what they wonder about God and Jesus.	them to wonder, and they can also			
			(ii)	compare some of their own and other people's			
				ideas about such questions. (ii)			

















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(On-going) pu	upils to eflect and nare their	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	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	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.



















			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	page 136 2 Corinthians 6: 3-10 - God's Story 3 page 144 Acts 8: 26-30, 34-38 God's	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,	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



















			promise, Good News, Holy Spirit				
Liturgical links/ Prayers	Litany of praise Red for the season of Pentecost Alleluia	Pentecost Feast	Prayer to the Holy Spirit	Glorious Mysteries of the Rosary, prayer to the Holy Spirit	Resurrection Pentecost	The Holy Spirit transforms Fruits of the Holy Spirit	Holy Spirit enables people to become witnesses Stephen as a missionary witness Martyrs, modern Christian witnesses
Songs/ Hymns	See John Burland grid*  If you are happy and you know it. This is the day. Alleluia song.	See John Burland grid*  The wheels on the bus, Happy Days and Holy Days, Give me joy in my heart, Hymns to the Holy Spirit	See John Burland grid* Hymns to the Holy Spirit	See John Burland grid* Hymns about the Holy Spirit	See John Burland grid* Hymns to the Holy Spirit	See John Burland grid* Sing Holy Spirit of fire, Lord, the light of your love	See John Burland grid*

<sup>\*</sup>John Burland music resources - <a href="https://www.comeandseere.co.uk/music-sound/john-burland-music">https://www.comeandseere.co.uk/music-sound/john-burland-music</a>

















TOPIC 8		ΓER-RELATING	i				
	FS	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 - <b>Explore</b>	Choices have consequences - Explore	Building bridges of friendship - <b>Explore</b>	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 - <b>Reveal</b>	The importance of admitting wrong, and being reconciled with God and one another - Reveal	God's rules for living freely and responsibly - the Commandments - <b>Reveal</b>	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 - <b>Respond</b>	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 (On-going)	The pupil is able to listen to religious 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 experiences and respond by using a range of media. (iii)	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 religious signs and symbols and use some religious words and phrases. (ii) They are able to recognise that people act in a particular way because of their religion. (iii)	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, symbols and actions used in prayer and Liturgy (ii) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii)	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 also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii)	The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii)	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding.  (i) The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii)	The pupil can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)
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		Pe	ace - acst	N DEPENDENCE	MOTIVATION CERULIEROE	CONTACTOR	NEST GST	
	AT2	The pupil is	The pupil is able	The pupil is able	The pupil is able to	The pupil can	The pupil can make many	The pupil can
	(On-going)	aware of <b>their</b>	to <b>talk about</b>	to <b>ask and</b>	share with and	make some	links to show how feelings	confidently show
		own feelings	many of their	answer some	question others	links to show	& beliefs affect their	how their own
		and knows that	own experiences	questions about	about the things that		behaviour & that of others	and others'
		some actions	and how these	how certain	have happened to	beliefs affect	and begin to show how	decisions are
		and words can	made them	experiences	them and <b>talk</b>	their behaviour	own and others'	informed by beliefs
L		hurt others. (i)	feel. (i)	make them and	<b>about</b> how they			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. (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.

















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Scripture	,	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
	z page oo						

















	(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 100)	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/ Hymns	See John Burland grid*  A new Commandment chorus Come and join the circle Bernadette Farrell Alleluia song.	See John Burland grid* Make me a channel of your peace	See John Burland grid* Hymns about peace	See John Burland grid*	See John Burland grid* Make me a channel of your peace	See John Burland grid*	See John Burland grid*
	30113.						

<sup>\*</sup>John Burland music resources - https://www.comeandseere.co.uk/music-sound/john-burland-music



















	FS	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 - <b>Explore</b>	What we treasure - Explore	Everyone hasa special place - <b>Explore</b>	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 - <b>Reveal</b>	The world is God's treasure given to us - <b>Reveal</b>	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 - <b>Reveal</b>	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 - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - Respond	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b>
AT1 (On-going)	The pupil is able to listen to religious stories with increasing	The pupil is able to recognise some elements of religious stories and the people and events within. (i) They are also	The pupil is able to retell accurately many key elements from stories within the Old and New Testament (i)	The pupil is able to use their own words to accurately retell stories about religious events and	The pupil can make links between many religious stories and people they have	The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and	The pupil can describe and show under- standing of some religious sources, beliefs, ideas,

















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

















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AT2	The pupil is	The pupil is able to	The pupil is able to	The pupil is able to	The pupil can	The pupil can make	The pupil can
(On-going)	aware of	talk about many of	ask and answer	share with and	make some	many links to show	confidently show
	their own	their own experiences	some questions	question others	links to show	how feelings & beliefs	how their own
	feelings and	and how these made	about how certain	about the things	how feelings &	affect their behaviour	and others'
	knows that	them feel. (i)	experiences make	that have happened	beliefs affect	& that of others and	decisions are
	some actions	They can also <b>reflect</b>	them and others	to them and talk	their behaviour	begin to show how	informed by beliefs
	and words	upon some things	feel and say why	about how they	& that of	own and others'	and values. (i)
	can hurt	they wonder about	they feel that	have felt. They can	others. (i)	decision are	The pupil <b>engages</b>
	others. (i)	and speak about	way. (i)	also give some	The pupil is able	informed by beliefs	in some
		these. (ii)		examples of how	to <b>compare</b>	and values. (i)	discussion about



















	T	T	I <b>_</b>				
	They learn new religious vocabulary (ii)		The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii)	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)	most of their own & other people's ideas about questions that are difficult to answer. (ii)	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)	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.

















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Scripture	Genesis 1: 3,	Psalm 18: 1-5	Genesis 1:3, 9, 20,	Luke 2: 11	1 John 3: 1-3 -	Genesis 1: 1-31 God's	Micah 6: 8
	9, 20, 24-26,	Isaiah 12: 4-9: God's	24, 26 - God's	Bethlehem Matthew	God's Story 3,	Story 3 pages 8-9	Matthew 5: 1-17
	God's Story 1,	Story 2 page 47	Story 2 page 9	2: 23 Nazareth	page 149	Leviticus 19: 9-10	God's Story 3 page
	pages 4-7	Mark 6: 30-32: God's	(Teachers' notes	Luke 2: 41, 46	Colossians 3:	God's Story 3 page 30	82
		Story 2 page 66	page 94)	Jerusalem	12-13 God's		Matthew 25: 31-40

















	(teachers' notes, page 42) Psalm God's Story 1, pages 8-11 (teachers' notes page 42)	Luke 10: 25-37	Psalm 19: 1-6 - God's Story 2 page 28 (Teachers' notes page 96) Isaiah 27: 3-4, 6 Luke 12: 27-28 - God's Story 2 page 69 (Teachers' notes page 99) Isaiah 41: 17-18 (PowerPoint) Psalm 147: 4-5, 8- 9, 15-18 - God's Story 2 page 35	Mark 1: 9, Baptism in the Jordan Matthew 5: 1-2 Sermon on the mount Psalm 24: 1 Romans 5: 5	Story 3, page 147 1 Corinthians 12: 4-30	Psalm 104 God's Story 3 page 51 Isaiah 1: 17 Luke 12: 32-34	Luke 4: 14-22
Vocabulary	world, wonder, wonderful, care, love, share, work/play together	neighbour, love, world, Fairtrade, global, family, psalm, share	treasure, gift, care, love, protect, respect, preserve creation, precious	special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth	ordinary, extraordinary, admire, saint, martyr Communion of Saints, peace, justice	care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, steward's stewardship, climate, preserve, ecology, integrity harmony	justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching.
Liturgical links/ Prayers	God made the world, everyone shares the world	Everyone is our neighbour and is loved by God	Gloria (part 1) from the Mass	Pilgrimage, pilgrims Temple Jerusalem World as a holy place	Feast of All Saints	Nicene creed - opening sentence Holy, Holy Offertory prayer	Beatitudes Common Good Catholic Social Teaching

















		eace				•	
Songs/	See John	See John	See John	See John	See John	See John	See John
Hymns	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*	Burland grid*
'		When I needed a				All creatures of our God	When I needed a
		neighbour	Live Simply song:			and King	neighbour
						Laudate si	-

















whole world in th	Thank you, Lord, for his change the ine day world, change you life. (To the tune of I you're happy and you know it)			Who will speak if you don't? Look around you
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<sup>\*</sup>John Burland music resources - https://www.comeandseere.co.uk/music-sound/john-burland-music