

# Holy Cross Catholic Primary School



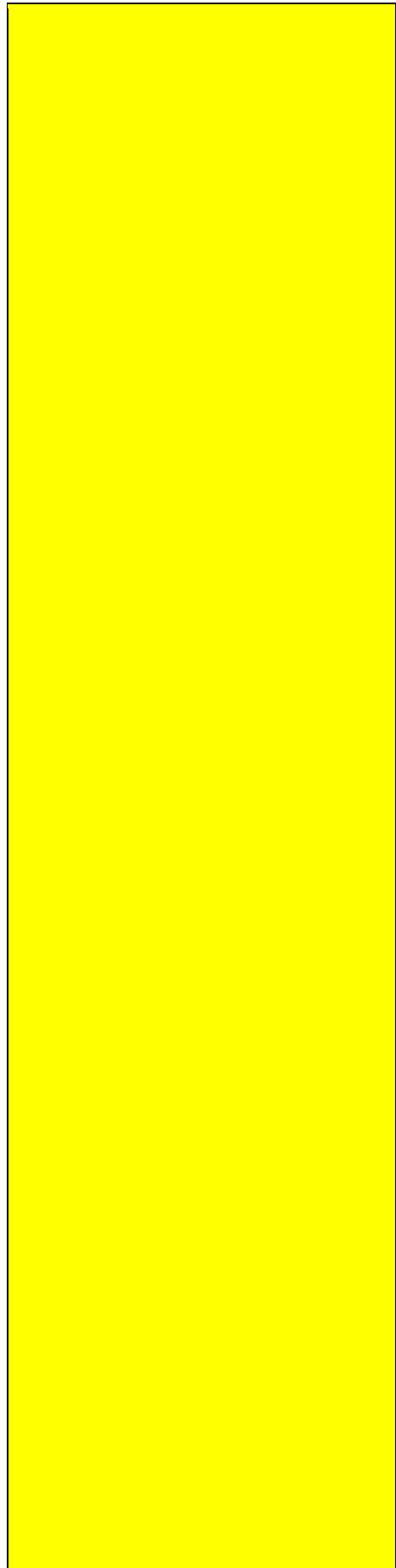
## Religious Education Progression Chart 2023 – 2024

*We care, we share, we value.*

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Domestic Church</b>	Some children will be able to <b>talk about</b> their own feelings, experiences of being known and called by name. Some children will be able to <b>recognise</b> some phrases from the Psalms which tell about God's love for them.	Some children will be able to <b>talk about</b> their own feelings, experiences of being known and called by name. Some children will be able to <b>recognise</b> some phrases from the Psalms which tell about God's love for them.	Some children will be able to <b>talk about</b> their experience and feelings about the roles of people within families. Some children will be able to say what they <b>wonder</b> about the excitement and surprise that a new start can bring. Some children will be able to <b>recognise</b> the story of Creation as a religious story. Some children will be able to <b>recognise</b> and use some religious words and phrases about types of prayer. Some children will be able to <b>ask and respond to</b> questions about the difference between families. Some children will be able to <b>retell</b> some of the psalms and something about Jesus' childhood.	Some children will be able to <b>talk about</b> their experience and feelings about new beginnings. Some children will be able to say what they <b>wonder</b> about the excitement and surprise that a new start can bring. Some children will be able to <b>recognise</b> the story of Creation as a religious story. Some children will be able to <b>recognise</b> and use some religious words and phrases about types of prayer. Some children will be able to <b>recognise</b> that people are kind and loving because God made them. Some children will be able to say what they <b>wonder</b> about the beauty around them and God creating the world. Some children will be able to <b>ask and respond to</b> questions about their own and others' experiences about new beginnings. Some children will be able to <b>ask questions</b> about what they and others wonder about	Some children will be able to <b>ask and respond to</b> questions about their own and others' experiences and feelings about homes. Some children will be able to <b>ask questions</b> about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Some children will be able to <b>retell</b> some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family. Some children will be able to <b>describe</b> some ways Christians live as people chosen by God. Some children will be able to <b>ask questions</b> about what they and others wonder about how God is always with us and realise that this is a difficult question to answer. Some children will be able to <b>make links</b> to show how feelings and beliefs affect how they, their behaviour and that of others in	Some children will be able to <b>ask and respond to</b> questions about their own and others' experiences and feelings about tracking back family trees. Some children will be able to <b>ask questions</b> about what they and others wonder about family trees. Some children will be able to <b>retell</b> some of the stories from scripture about Jesus' family. Some children will be able to <b>describe</b> some ways in which characters in the Bible lived out their lives. Some children will be able to <b>compare</b> their own and others' ideas about the questions that family trees raise and are difficult to answer. Some children will be able to <b>make links</b> between these stories and what people believe about God and Jesus. Some children will be able to <b>give reasons</b> for certain actions by believers such as Ruth. Some children will be able to <b>describe</b>	Some children will be able to <b>make links</b> between their beliefs about talents and qualities and how they use them and how it affects others. Some children will be able to <b>compare</b> their own and other people's ideas about questions of talents and qualities. Some children will be able to <b>make links</b> between the words of Paul and the Christian's belief in peace. Some children will be able to <b>give reasons</b> why Christians believe in peace. Some children will <b>begin to show understanding</b> of how beliefs and values affect our love and care of each other. Some children will be able to <b>describe and show an understanding</b> of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. Some children will <b>begin to show understanding</b> of how the call to be holy shapes life.	Some children will be able to <b>make links</b> between their beliefs about love, their behaviour and how it affects others. Some children will be able to <b>compare</b> their own and other people's ideas about questions of unconditional love. Some children will be able to <b>make links</b> between the story of the prodigal son and the Christian's belief in God's forgiveness. Some children will be able to <b>give reasons</b> for a Christian's love and care. Some children will be able to <b>describe and show understanding</b> of the scripture, beliefs, feelings and experience of God's unconditional love and <b>make links</b> between them. Some children will be able to <b>show understanding</b> of how religious belief in God's unconditional love shapes life. Some children will be able to <b>show understanding</b> of how beliefs and values affect our love and care of each other.

				<p>the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer. Some children will be able to <b>retell</b> the story of Creation as a religious story or some phrases from the psalms. Some children will be able to <b>describe</b> and use some religious words and phrases about types of prayer. Some children will be able to <b>describe</b> that people are kind and loving because God made them. Some children will be able to <b>ask questions</b> about what they wonder about the beauty around them and God creating the world.</p>	<p>relation to the give and take of living in a family. Some children will be able to <b>compare</b> their own and other people's ideas about the difficult question of what make a house a home. Some children will be able to <b>make links</b> between some scripture they have studied and the belief that God can make a difference in everyday life through God's unchanging love. Some children will be able to <b>give reasons</b> why Christians should try to love others. Some children will be able to <b>compare</b> their own and others' ideas about what they and others wonder about how God is always with us and realise that some questions are difficult to answer.</p>	<p><b>and show understanding</b> of the roots of Jesus' human family. Some children will be able to <b>describe and show understanding</b> of what Christians believe about how God leads and guides people.</p>		<p>Some children will be able to <b>engage with and respond</b> to questions about loving, in the light of religious teaching.</p>
<p><b>Baptism / Confirmation</b></p>	<p>Some children will begin to <b>talk about</b> their own experiences and feelings of being welcomed. Some children will begin to say what they <b>wonder about</b> how they can make others feel welcome. Some children will begin to <b>recognise</b> some religious signs</p>	<p>Some children will begin to <b>talk about</b> their own experiences and feelings of being welcomed. Some children will begin to say what they <b>wonder about</b> how they can make others feel welcome. Some children will begin to <b>recognise</b> some religious signs</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about belonging to different groups. Some children will be able to say what they belonging and what that means. Some children will be able to <b>recognise</b> and use</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about signs which help them in daily life and the symbols which are important to them. Some children will be <b>wonder</b> about the meaning and importance of some symbols in their life.</p>	<p>Some children will be able to <b>ask and respond</b> to questions about promises. Some children will be able to <b>ask questions</b> about what they and others wonder about why people make promises. Some children will be able to <b>retell</b> the</p>	<p>Some children will be able to <b>ask and respond</b> to questions about being chosen. Some children will be able to <b>ask questions</b> about what they and others wonder about the reason for responses to being chosen. Some children will be able to <b>retell</b></p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their own and</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs affect behaviour in relation to commitment. Some children will be able, using a <b>developing religious vocabulary</b>, to <b>give reasons</b> for the signs and symbols used in the</p>

	<p>and symbols used in baptism. Some children will begin to <b>use</b> some religious words and phrases from the Rite of Baptism.</p>	<p>and symbols used in baptism. Some children will begin to <b>use</b> some religious words and phrases from the Rite of Baptism.</p>	<p>some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...' Some children will <b>recognise</b> that Baptism is the beginning of life in the Church family. Some children will be able to <b>ask and respond</b> to questions about their own and others experiences of belonging to different groups. Some children will be able to <b>ask questions</b> about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer. Some children will be able to <b>use</b> religious words and phrases to <b>begin to describe</b> some actions and symbols used in a Baptism ritual such as pouring of water, anointing with oil, lighting the baptismal candle etc.</p>	<p>Some children will be able to <b>recognise</b> the signs and symbols used in baptism. Some children will <b>use</b> some religious words and phrases used in the Sacrament of Baptism. Some children will be able to <b>recognise</b> that Christians act in a particular way because they are members of the Church family. Some children will be able to <b>ask and respond</b> to questions about the reasons for the importance of certain symbols in their life. Some children will be able to <b>ask questions</b> about what they and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer. Some children will be able to use religious words and phrases to <b>describe</b> some actions and symbols used in baptism. Some children will be able to <b>describe</b> some ways in which Christians live as</p>	<p>story of the Baptism of Jesus. Some children will be able to <b>describe</b> the actions and symbols used at Baptism. Some children will be able to <b>make links</b> between their actions and the promises made. Some children will use a developing religious vocabulary to <b>give reasons</b> for the actions and symbols used at Baptism. Some children will be able to <b>give reasons</b> for the promises made at Baptism. Some children will be able to <b>give reasons</b> how and why Christians live as followers of the Light of Christ.</p>	<p>some special stories about religious events and people such as David and/ or the call of the apostles. Some children will be able to use religious words and phrases to <b>describe</b> what it means to be called. Some children will be able to <b>describe</b> some ways in which people are called to live a Christian life. Some children will be able to <b>make links</b> between scripture and the call to holiness. Some children will be able to <b>make links</b> to show how feelings and beliefs can affect the responses they might make to being chosen. Some children will be able to use a <b>developing religious vocabulary</b> to <b>give reasons</b> for the actions and symbols used at Confirmation. Some children will be able to <b>give reasons</b> why and how Christians respond to God 's call.</p>	<p>others' behaviour in relationships. Some children will be able to use a <b>developing religious vocabulary</b> to <b>give reasons</b> for the religious actions and symbols used in the Sacrament of Marriage. Some children will be able to <b>give reasons</b> for the love and service shown by Christians. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life. Some children will <b>begin to compare</b> their own and other people's ideas about questions concerning care and commitment that are difficult to answer. Some children will <b>begin to engage with</b> and respond to questions of life, particularly in relationships. Some children will <b>begin to describe and show understanding</b> of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the</p>	<p>Sacrament of Holy Orders. Some children will be able to <b>give reasons</b> why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life. Some children will be able to <b>compare</b> their own and other people's ideas concerning the questions raised about what it means to be committed. Some children will be able to <b>compare</b> their own and other people's ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer. Some children will be able to <b>show</b> how their own and others' commitment to service and care of others are influenced by beliefs and values. Some children will be able to <b>use religious terms</b> to <b>show an understanding</b> consecration and vows made at ordination and profession.</p>
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followers of the Light of Christ.

mission of a Christian and married people in particular. Some children will be able to **use religious terms** to **begin to show an understanding** of the marriage liturgy and the Promises made. Some children will **begin to show understanding** of how religious belief shapes the lives of married people. Some children will **begin to show understanding** of how religious belief shapes the lives of those who are involved in the community as volunteers.

Some children will be able to **show an understanding** of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation. Some children will be able to **engage and respond to** questions of life in the light of religious teaching Advent as a time of joyful expectation. Some children will be able to **give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas. Some children will be able to **show an understanding** of how their own and others' decisions concerning expectations are informed by beliefs and values. Some children will be able to **engage with and respond to** questions about expectation in the light of religious teaching. Some children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of



								<p>joyful expectation of Christmas making links between them. Some children will be able to <b>show understanding</b> of how religious belief in Advent as a time of joyful expectation shapes lives.</p>
<p><b>Advent / Christmas</b></p>	<p>Some children will <b>begin to talk about</b> their own feelings as they wait for a birthday. Some children will <b>begin to talk about</b> their own experience of celebrating a birthday. Some children will <b>begin to wonder</b> at the joy of birthdays.</p>	<p>Some children will <b>begin to talk about</b> their own feelings as they wait for a birthday. Some children will <b>begin to talk about</b> their own experience of celebrating a birthday. Some children will <b>begin to wonder</b> at the joy of birthdays.</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about waiting. Some children will be able to say what they <b>wonder</b> about waiting. Some children will be able to <b>recognise</b> that Advent is a time of waiting to celebrate Jesus at Christmas. Some children will be able to <b>recognise</b> the Advent wreath, calendar, the colour purple and the Crib as symbols. Some children will be able to <b>use</b> some religious words and phrases about Advent and waiting. Some children will <b>begin to ask and respond</b> to questions about their own and others' experiences</p>	<p>Some children will be able to <b>talk about</b> their own experience and feelings of preparing for special occasions. Some children will be able to <b>say</b> what they wonder about the amount of time and care involved in preparing for Christmas. Some children will be able to <b>recognise</b> the events around the birth of Jesus as religious stories. Some children will be able to <b>recognise</b> some religious signs and symbols and use religious words and phrases connected with the liturgical season of Advent. Some children will be able to <b>recognise</b> that Christians, through their actions follow</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about visitors. Some children will be able to <b>ask questions</b> about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer. Some children will be able to <b>retell</b> the stories of the events surrounding the birth of Jesus. Some children will be able to <b>describe</b> how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus. Some children will be able <b>make links</b> to show how feelings and beliefs affect</p>	<p>Some children will be able to <b>ask and respond</b> to questions about what is important in friendship. Some children will be able to <b>ask questions</b> about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Some children will be able to <b>retell</b> the story of the birth of Jesus and the visit of the Wise Men. Some children will be able to use religious words and phrases to <b>describe</b> some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. Some children will be able to <b>make links</b> to show how</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping. Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning waiting and hoping and how these questions are difficult to answer. Some children will be able to <b>make links</b> between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming. Some children will be able to use <b>developing religious</b></p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about expectations affect their behaviour and that of others. Some children will be able to <b>compare</b> their own and other peoples' ideas about questions about expectation that are difficult to answer. Some children will be able to <b>make links</b> between scripture of religious belief in Advent as a time of joyful expectation. Some children will be able to <b>give reasons</b> for certain actions by believers as they wait in joyful expectation of Advent and Christmas. Some children will be able to <b>show an understanding</b> of how their own and others' decisions concerning</p>

and feelings of waiting. Some children will **begin to ask and respond** to questions about what they and others wonder about and realise that some of these questions are difficult to answer. Some children will be able to **retell** the story of the birth of Jesus. Some children will be able to use religious words and phrases to **begin to describe** some religious traditions and symbols of Advent and Christmas

Jesus as the Light of the World. Some children will be able to **ask and respond** to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation. Some children will be able to **ask and respond** to questions about they and others **wonder** about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer. Some children will be able to **retell** the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events.

how they prepare for and receive visitors. Some children will be able to **make links** between the Scripture they have explored and Advent as a season of getting ready for the coming of Jesus. Some children will be able to **give reasons** for some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus. birth of Jesus as religious stories. Some children will be able to **recognise** some religious signs and symbols and use religious words and phrases connected with the liturgical season of Advent. Some children will be able to **recognise** that Christians, through their actions follow Jesus as the Light of the World. Some children will be able to **ask and respond** to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation. Some children will be able to **ask and**

feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Some children will **begin to compare** their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer. Some children will be able to **make links** between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah. Some children will be able **use** a developing religious vocabulary to **give reasons** for the actions and symbols connected with the liturgical season of Advent and Christmas.

**vocabulary** to give reasons for the religious actions and symbols connected with the liturgical season of Advent. Some children will be able to **give reasons** why Christians show love and service as they wait hopefully for the coming of Christ. Some children will **begin to show understanding** of how their own and others' decisions about how they wait and hope are informed by beliefs and values. Some children will **begin to engage with and respond** to questions of waiting and hoping in the light of religious teaching. Some children will be able to **describe, begin to show understanding and make links** between scripture texts and belief in the coming of Jesus at Christmas and at the end of time. Some children will **begin to show understanding** of how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others.

expectations are informed by beliefs and values. Some children will be able to **engage with and respond** to questions about expectation in the light of religious teaching. Some children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them. Some children will be able to **show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives.

					<p><b>respond</b> to questions</p>		<p>children Some children will <b>begin to show how their own and others' decisions</b> to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come. Some children will <b>begin to engage with and make a response</b> to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching.</p>	
<p><b>Local Church</b></p>	<p>Some children will begin to <b>talk</b> about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to <b>wonder</b> about why people celebrate. Some children will begin to <b>wonder</b> about how they feel when they celebrate. Some children will begin to <b>recognise</b> the story of Mary and Joseph taking Jesus to the Temple. Some children will begin to <b>recognise</b> some of the</p>	<p>Some children will begin to <b>talk</b> about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to <b>wonder</b> about why people celebrate. Some children will begin to <b>wonder</b> about how they feel when they celebrate. Some children will begin to <b>recognise</b> the story of Mary and Joseph taking Jesus to the Temple. Some children will begin to <b>recognise</b> some of the</p>	<p>Some children will begin to <b>talk</b> about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to <b>wonder</b> about why people celebrate. Some children will begin to <b>wonder</b> about how they feel when they celebrate. Some children will begin to <b>recognise</b> the Some children will be able to <b>recognise</b> how everyone helps each other because</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about the special people they know or have heard about. Some children will be able to say what they <b>wonder</b> about the help special people give them. Some children will be able to <b>recognise</b> some stories about Jesus' life. Some children will be able to <b>recognise</b> and name some of the special books used in church and the people who use them. Some children will be able to <b>ask and</b></p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about the events which mark the year or the season. Some children will be able to <b>ask questions</b> about what they and others wonder about how we help one another on the journey through the year. Some children will be able to <b>retell</b> some of the stories of the Mysteries of the Rosary or the special feasts of the year. Some children will be able to use religious words and</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences of being part of a community. Some children will be able to <b>ask questions</b> about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. Some children will be able to <b>retell</b> the story of the call of the apostles. Some children will be able to <b>describe</b> some of the advice St. Paul gives us</p>	<p>Some children will be able to <b>make links</b> to show how inspirational leaders affect their behaviour and that of others. Some children will be able to <b>compare</b> their own and other people's ideas about what inspires people in their mission and realise that some of these are difficult to answer. Some children will be able to <b>make links</b> between how Jesus undertook his mission to share the good news and how each diocese continues that mission and work today.</p>	<p>Some children will be able to <b>compare</b> their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. Some children will be able to <b>make links</b> between scripture and Christian beliefs. Some children will be able to <b>give reasons</b> for when and how Christians use the Bible. Some children will be able to <b>describe</b> and <b>show an understanding</b> of the Bible, the beliefs, ideas, feelings and experiences of the</p>



	<p>elements and words used in Church celebrations. Some children will begin to <b>recognise</b> that the church/parish family celebrate in particular ways.</p>	<p>elements and words used in Church celebrations. Some children will begin to <b>recognise</b> that the church/parish family celebrate in particular ways.</p>	<p>they belong to the parish family. Some children will be able to <b>retell</b> some stories about Jesus' life. Some children will be able to <b>ask and respond</b> to questions about what makes a person special.</p>	<p><b>respond</b> to questions about their own and others' experience and feeling of the different books that are used at home and school. Some children will be able to <b>retell</b> the story of the Baptism of Jesus. Some children will be able to <b>describe</b> how the Gospels are used by the parish family. Some children will be able to use religious words and phrases to <b>describe</b> the actions and symbols related to proclaiming the Gospel.</p>	<p>phrases to <b>describe</b> the liturgical year and how it is composed of seasons and feasts days. Some children will be able to <b>describe</b> how some prayer leads to good actions. Some children will begin to <b>make links</b> to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. Some children will begin to <b>make links</b> between some scripture and what Christians believe. Some children will be able to use a developing religious vocabulary to begin to <b>give reasons</b> why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.</p>	<p>about being loving members of a community. Some children will be able to use religious words and phrases to <b>describe</b> the actions and symbols within a funeral Mass. Some children will be able to <b>describe</b> some ways in which some people serve their parish community. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their commitment to community and that of others. Some children will be able to <b>make links</b> between the call of the apostles and God's call to people to serve him today. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for the actions and symbols used within a funeral Mass. Some children will be able to <b>give reasons</b> why people give service to the parish community through various ministries.</p>	<p>Some children will be able to <b>give reasons</b> why people carry out Jesus' mission in different ways through what they say and do. Some children will be able to begin to <b>show and understand</b> of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. Some children will be able to <b>describe and begin to show they understand</b> how dioceses and different Christian communities continue to carry out the work and mission of Jesus. Some children will begin to <b>make links</b> between this and what they have read in scripture. Some children will begin to <b>show they understand</b> why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways. Some children will begin to <b>engage and respond</b> to questions of how religious teaching affects life and work within a community and diocese.</p>	<p>Christian and <b>make links</b> between them. Some children will be able to <b>show understanding</b> of how the Bible shapes the lives of Christians. Some children will be able to <b>engage</b> with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching. Some children will be able to <b>show how</b> their own and others' decisions are informed by beliefs and values which may be influenced by what they have read.</p>
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<b>Eucharist</b>	<p>Some children will be able to <b>talk about</b> their experience and feelings about meals which are special to them. Some children will be able to say what they <b>wonder</b> about why people share special meals. Some children will be able to <b>recognise</b> the story of Jesus' special meal at the Last Supper. Some children will begin to <b>ask and respond</b> to questions about meals which are special to them. Some children will begin to <b>retell</b> the story of Jesus' special meal, The Last Supper. Some children will begin to <b>use religious words</b> to</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about meals which are special to them. Some children will be able to say what they <b>wonder</b> about why people share special meals. Some children will be able to <b>recognise</b> the story of Jesus' special meal at the Last Supper. Some children will begin to <b>ask and respond</b> to questions about meals which are special to them. Some children will begin to <b>retell</b> the story of Jesus' special meal, The Last Supper. Some children will begin to <b>use religious words</b> to</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about meals which are special to them. Some children will be able to say what they <b>wonder</b> about why people share special meals. Some children will be able to <b>recognise</b> the story of Jesus' special meal at the Last Supper. Some children will begin to <b>ask and respond</b> to questions about meals which are special to them. Some children will begin to <b>retell</b> the story of Jesus' special meal, The Last Supper. Some children will begin to <b>use religious words</b> to</p>	<p>Some children will be able to <b>talk about</b> their experience of receiving and giving thanks. Some children will be able to say what they <b>wonder about</b> how others feel when they are thanked. Some children will be able to <b>recognise</b> the story of the Last Supper. Some children will be able to <b>recognise</b> signs and symbols, different words and phrases used in the Eucharist (at Mass) to give thanks. Some children will be able to <b>recognise</b> that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God.</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about listening well and sharing. Some children will be able to <b>ask questions</b> about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer. Some children will be able to use religious words and phrases to <b>describe</b> the actions and symbols used during the celebration of the Eucharist. Some children will be able to <b>describe</b> some ways in which Christians share</p>	<p>Some children will be able to <b>ask and respond</b> to their own and others' experiences and feelings about giving and receiving. Some children will be able to <b>ask questions</b> about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answer. Some children will be able to <b>describe</b> what happens during the Introductory Rite. Some children will be able to <b>describe</b> what a person might do if they follow Jesus' advice. Some children will be able to <b>describe</b> ways in which peace is lived out by believers.</p>	<p>Some children will be able to <b>compare</b> their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise these questions are difficult to answer. Some children will be able to <b>make links</b> to show how feelings and beliefs about memories affect their own behaviour and that of others. Some children will be able to <b>make links</b> between the Passover in Exodus, the Last Supper and belief in the Eucharist. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for religious</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about what makes, and breaks friendship and unity affects their behaviour and that of others. Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about friendship and unity. Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning friendship which are difficult to answer. Some children will be able to <b>make links</b> between scripture and the Eucharist.</p>

	<p>say what happens at Communion at Mass.</p>	<p>say what happens at Communion at Mass.</p>	<p>say what happens at Communion at Mass.</p>	<p>Some children will be able to <b>ask and respond</b> to questions about how they and others feel when receiving and giving thanks. Some children will be able to <b>retell</b> the story of the Last Supper. Some children will be able to use words and phrases to <b>describe</b> some religious signs and symbols. Some children will be able to use words and phrases to <b>describe</b> the steps involved in the Eucharist (Mass) showing how Catholics give thanks to God. Some children will be able to <b>describe</b> how Catholics try to live what they have experienced at Mass in their daily lives.</p>	<p>God's love with others. Some children will begin to <b>make links</b> to show how feelings and beliefs affect their own and others' desire to listen and to share. Some children will begin to <b>compare</b> their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer. Some children will begin to use a developing religious vocabulary to <b>give reasons</b> for specific actions and words used during the celebration of the Eucharist. Some children will begin to give <b>reasons</b> why Christians want to share the Good News of Jesus.</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others. Some children will be able to <b>compare</b> their own and other people's ideas about questions of giving and receiving that are difficult to answer. Some children will be able to <b>make links</b> between scripture and an understanding of the Eucharist. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for religious actions and symbols used in the celebration of the Eucharist. Some children will be able to <b>give reasons</b> why Christians attend the celebration of the Eucharist.</p>	<p>actions and symbols connected to the Passover and the celebration of the Eucharist. Some children will be able to <b>give reasons</b> for why believers follow the example of Jesus in his life of sacrifice. Some children will begin to <b>show understanding</b> of how their own and others' decisions about memories are informed by beliefs and values. Some children will begin to <b>describe and show understanding</b> of scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them. Some children will begin to <b>show understanding</b> of how belief in the sacrifice of Jesus shapes the lives of Christians. Some children will begin to <b>engage</b> with and <b>respond</b> to questions of life choices in the light of religious teaching about sacrifice.</p>	<p>Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for the actions and symbols of the Communion Rite. Some children will be able to <b>give reasons</b> why Christians gather together in 'communion' and receive 'Holy Communion'. Some children will be able to <b>show how</b> their own and others' decisions about friendships are informed by beliefs and values. Some children will be able to <b>show understanding</b> of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. Some children will be able to use religious terms to <b>show an understanding</b> of different aspects of the Eucharist. Some children will be able to <b>show understanding</b> of how belief in Jesus Christ, the uniting presence</p>
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								in Holy Communion, shapes the lives of Christians.
<p style="text-align: center;"><b>Lent / Easter</b></p>	<p>Some children will begin to <b>talk about</b> their own experience of 'growing'. Some children will begin to <b>talk about</b> how they feel about 'growing'. Some children will begin to say what they <b>wonder</b> about growing, themselves and in nature. Some children will begin to <b>recognise</b> the stories of Good Friday and Easter Sunday as religious stories. Some children will begin to <b>recognise</b> the Cross, the words of the Sign of the Cross and the Easter garden. Some children will begin to <b>recognise</b> that Christians try to 'grow more like Jesus' particularly during Lent.</p>	<p>Some children will begin to <b>talk about</b> their own experience of 'growing'. Some children will begin to <b>talk about</b> how they feel about 'growing'. Some children will begin to say what they <b>wonder</b> about growing, themselves and in nature. Some children will begin to <b>recognise</b> the stories of Good Friday and Easter Sunday as religious stories. Some children will begin to <b>recognise</b> the Cross, the words of the Sign of the Cross and the Easter garden. Some children will begin to <b>recognise</b> that Christians try to 'grow more like Jesus' particularly during Lent.</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about changing and acquiring new skills. Some children will be able to say what they <b>wonder</b> about the ways in which change happens. Some children will be able to <b>recognise</b> the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories. Some children will be able to <b>recognise</b> some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. Some children will be able to <b>recognise</b> that people use the opportunity of Lent to change and make a new start. Some children will begin to <b>ask and</b></p>	<p>Some children will be able to <b>talk about</b> their own experience and feelings of using opportunities for good. Some children will be able to say what they <b>wonder</b> about the good things that they see others doing. Some children will be able to <b>recognise</b> some religious stories connected with Lent, Holy Week and Easter. Some children will be able to <b>recognise</b> some religious signs and symbols associated with Lent, Holy Week and Easter and use appropriate religious vocabulary connected with them. Some children will be able to <b>recognise</b> that some Christians use the time of Lent opportunity to choose to do good.</p>	<p>Some children will be able to <b>ask and respond</b> to questions of their own and others' experience and feelings of how people give themselves for others. Some children will be able to <b>ask and respond</b> to questions about the courageousness of giving and realise that some questions are difficult to answer. Some children will be able to <b>retell</b> some of the stories of Holy Week and the Resurrection. Some children will be able to use religious words and phrases to <b>describe</b> the religious actions and symbols of Lent and Holy Week. Some children will be able to <b>describe</b> some ways in which Christians use the time of Lent to give to others.</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences of being self-disciplined. Some children will be able to <b>ask questions</b> about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer. Some children will be able to <b>retell</b> some of the religious stories of Holy Thursday, Good Friday and Easter. Some children will be able to use religious vocabulary to <b>describe</b> some religious actions and symbols of Lent and Holy Week. Some children will be able to <b>describe</b> some ways in which Christians try to be</p>	<p>Some children will be able to <b>make links</b> to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer. Some children will be able to <b>make links</b> between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for religious actions and symbols used during Holy Week and the Easter Vigil.</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about loss and death affect their behaviour and that of others. Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning loss and death which are difficult to answer. Some children will be able to <b>make links</b> between Scripture and belief in the Resurrection of Jesus. Some children will be able to use a developing vocabulary to <b>give reasons</b> for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum. Some children will be able to give <b>reasons</b> for certain actions by believers during Lent. Some children will be able to <b>show how</b> their own and</p>



**respond** to questions about their own and others' experience and feelings about how we can change. Some children will begin to **retell** the stories of Palm Sunday, Good Friday and Easter Sunday. Some children will begin to use religious words and phrases to **describe** some religious actions and symbols of Ash Wednesday, Lent and Easter Sunday. Some children will begin to **describe** how Christians choose to use the opportunity of Lent to change.

Some children will be able to **ask and respond** to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good. Some children will be able to **ask questions** about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer. Some children will be able to **retell** the some of the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday. Some children will be able to use religious words and phrases to **describe** the religious actions and symbols of Lent and Holy Week. Some children will be able to **describe** some ways in which Christians use the time of Lent, to find ways of helping others.

Some children will begin to **make links** to show how feelings and beliefs affect their own and others' attitude to giving of themselves. Some children will begin to **make links** between the scripture and what Christians believe about how they should act. Some children will begin to **give reasons** given by Christians for being kind and generous, especially during Lent. Some children will be able using a developing religious vocabulary to **give reasons** for religious actions and symbols connected to Lent and Holy Week. Some children will be able to **give reasons** why Christians try to be self-disciplined in Lent.

self-disciplined in Lent. Some children will be able to **make links** to show how feeling and beliefs affect their self-discipline and that of others. Some children will be able to **compare** their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer. Some children will be able to **make links** between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs.

Some children will be able to **give reasons** why Christians make sacrifices during Lent. Some children will begin to **show how** their own and others' decisions about giving and refusing to give are informed by beliefs and values. Some children will begin to **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them. Some children will begin to use religious terms to **show an understanding** of the different liturgies of Holy Week and the Easter Vigil. Some children will begin to **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives. Some children will begin to **engage with and respond** to questions about sacrifice in the light of religious teaching.

others' decisions concerning the effects of death and loss are informed by beliefs and values. Some children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them. Some children will be able to use a variety of religious terms accurately to **show an understanding** of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night. Some children will be able to **show understanding** of how religious belief in death and new life shapes life. Some children will be able to **engage with and respond** to questions about death and new life in the light of religious teaching.



## Pentecost

<p>Some children will be able to <b>talk about</b> their experience and feelings about holidays.</p> <p>Some children will be able to say what they <b>wonder</b> about what makes a holiday a happy time.</p> <p>Some children will be able to <b>recognise</b> what a holy day is and the story of coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>recognise</b> some symbols of the Holy Spirit.</p> <p>Some children will be able to <b>ask and respond</b> to questions about the difference between ordinary days and holidays and why we have them.</p> <p>Some children will be able to <b>retell</b> the story of the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>describe</b> the ways in which the Holy Spirit is a helper and guide.</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about holidays.</p> <p>Some children will be able to say what they <b>wonder</b> about what makes a holiday a happy time.</p> <p>Some children will be able to <b>recognise</b> what a holy day is and the story of coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>recognise</b> some symbols of the Holy Spirit.</p> <p>Some children will be able to <b>ask and respond</b> to questions about the difference between ordinary days and holidays and why we have them.</p> <p>Some children will be able to <b>retell</b> the story of the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>describe</b> the ways in which the Holy Spirit is a helper and guide.</p>	<p>Some children will be able to <b>talk about</b> their experience and feelings about holidays.</p> <p>Some children will be able to say what they <b>wonder</b> about what makes a holiday a happy time.</p> <p>Some children will be able to <b>recognise</b> what a holy day is and the story of coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>recognise</b> some symbols of the Holy Spirit.</p> <p>Some children will be able to <b>ask and respond</b> to questions about the difference between ordinary days and holidays and why we have them.</p> <p>Some children will be able to <b>retell</b> the story of the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to <b>describe</b> the ways in which the Holy Spirit is a helper and guide.</p>	<p>Some children will be able to <b>talk about</b> their own experience and feelings of both passing and receiving messages.</p> <p>Some children will be able to <b>say</b> what they wonder about the importance and responsibility of passing on messages in daily life.</p> <p>Some children will be able to <b>recognise</b> the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories.</p> <p>Some children will be able to <b>recognise</b> how the disciples changed through the power of</p> <p>Some children will be able to <b>recognise</b> how the Holy Spirit helps Christians in their lives.</p> <p>Some children will be able to say about what they <b>wonder</b> about Jesus' new life and the coming of the Holy Spirit.</p> <p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings of both passing and receiving messages.</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good.</p> <p>Some children will be able to <b>ask questions</b> about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to <b>retell</b> the story of the Ascension and the coming of the Holy Spirit at Pentecost.</p> <p>Some children will be able to use religious words and phrases to <b>describe</b> what happened to the apostles at Pentecost, what they saw and felt.</p> <p>Some children will be able to <b>describe</b> some ways in which Christians live when they use the energy and gifts of the Holy Spirit.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about questions that are difficult to answer about the best use of</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences of good news bringing life.</p> <p>Some children will be able to ask questions about what they and others <b>wonder</b> about how good news brings life and happiness.</p> <p>Some children will be able to <b>retell</b> some special stories about the religious events and people connected with Pentecost.</p> <p>Some children will be able to use religious words and phrases to <b>describe</b> the events of Pentecost.</p> <p>Some children will be able to <b>describe</b> some ways in which the apostles spread the Good News through the power of the Holy Spirit.</p> <p>Some children will be able to <b>make links</b> to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.</p> <p>Some children will be able to <b>give reasons</b> for the actions of Cleopas on the road to Emmaus.</p> <p>Some children will be able to use a developing religious actions and symbols connected with Pentecost.</p> <p>Some children will be able to <b>give reasons</b> for certain actions of Christians inspired by the Holy Spirit.</p> <p>Some children will be able to <b>make links</b> between scripture and God's gift of the Holy Spirit and forgiveness.</p> <p>Some children will begin to <b>show understanding</b> of how their own and others' decisions about the use of transforming energy</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about questions that are difficult to answer about having the courage to witness.</p> <p>Some children will be able to <b>make links</b> between Scripture and belief in the power of the Holy Spirit.</p> <p>Some children will be able to <b>give reasons</b> for the witness to Jesus Christ by believers.</p> <p>Some children will be able to <b>show how</b> understanding of belief in the power of the Holy Spirit shapes lives.</p> <p>Some children will be able to <b>describe and show understanding</b> of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.</p>
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				<p>Some children will be able to <b>retell</b> the story of the Resurrection of Jesus and the coming of the Holy Spirit.</p> <p>Some children will be able to <b>describe</b> ways in which Christians spread the word of the Good News of Jesus in their lives.</p>	<p>the power of wind and fire.</p> <p>Some children will <b>make links</b> between the Pentecost story and Christian belief in the power of the Holy Spirit.</p> <p>Some children will be able to <b>give reasons</b> for the love Christians show because they are inspired by the Holy Spirit.</p>	<p>how good news brings life.</p> <p>Some children will be able to <b>give reasons</b> why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul.</p> <p>Some children will be able to <b>make links</b> between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.</p>	<p>are informed by belief and values.</p> <p>Some children will begin to <b>describe and show understanding</b> of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.</p> <p>Some children will begin to <b>show understanding</b> of the transforming power of the Holy Spirit and how it shapes the lives of Christians.</p> <p>Some children will begin to <b>engage with and respond</b> to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life.</p>	<p>Some children will be able to <b>engage and respond</b> to questions concerning the courage it takes to witness to the Good News of Jesus Christ.</p> <p>Some children will be able to <b>show how</b> their own and others' decisions about witnessing are informed by beliefs and values.</p>
<p><b>Reconciliation/ Anointing the sick</b></p>	<p>Some children will be able to <b>talk about</b> their experiences and feelings about making choices.</p> <p>Some children will be able to say what they <b>wonder</b> about concerning making choices.</p> <p>Some children will be able to <b>recognise</b> the story of the call of Levi and the encounter</p>	<p>Some children will be able to <b>talk about</b> their experiences and feelings about making choices.</p> <p>Some children will be able to say what they <b>wonder</b> about concerning making choices.</p> <p>Some children will be able to <b>recognise</b> the story of the call of Levi and the encounter</p>	<p>Some children will be able to <b>talk about</b> their experiences and feelings about making choices.</p> <p>Some children will be able to say what they <b>wonder</b> about concerning making choices.</p> <p>Some children will be able to <b>recognise</b> the story of the call of Levi and the encounter</p>	<p>Some children will be able to <b>talk about</b> their own experience and feelings about rules in their life.</p> <p>Some children will be able to say what they <b>wonder</b> about the importance of keeping rules for themselves and for others.</p> <p>Some children will be able to <b>recognise</b> the story</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences of making choices.</p> <p>Some children will be able to <b>ask questions</b> about what they and others wonder about how choices are made and realise that some of these</p>	<p>Some children will be able to <b>ask and respond</b> to questions about their own and others' experience and feelings about what breaks and what mends a friendship.</p> <p>Some children will be able to ask questions about what they and other <b>wonder</b> about how</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning the use</p>	<p>Some children will be able to <b>make links</b> to show how feelings and beliefs about sickness and care affects their behaviour and that of others.</p> <p>Some children will be able to <b>compare</b> their own and other people's ideas about questions concerning serious illness and bereavement which</p>

	<p>of Jesus with Zacchaeus as religious stories. Some children will be able to <b>recognise</b> some religious words like 'being sorry' and 'forgiveness'. Some children will be able to <b>recognise</b> that people say sorry and forgive each other because they follow Jesus. Some children will be able to <b>ask and respond</b> to questions about the consequences that choices have on others and themselves. Some children will be able to <b>ask and respond</b> to questions about being sorry for the wrong choices they have made. Some children will be able to <b>ask questions</b> about how it can sometimes be difficult to forgive others. Some children will be able to <b>retell</b> the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah. Some children will be able to <b>use religious words</b> like 'forgiveness'</p>	<p>of Jesus with Zacchaeus as religious stories. Some children will be able to <b>recognise</b> some religious words like 'being sorry' and 'forgiveness'. Some children will be able to <b>recognise</b> that people say sorry and forgive each other because they follow Jesus. Some children will be able to <b>ask and respond</b> to questions about the consequences that choices have on others and themselves. Some children will be able to <b>ask and respond</b> to questions about being sorry for the wrong choices they have made. Some children will be able to <b>ask questions</b> about how it can sometimes be difficult to forgive others. Some children will be able to <b>retell</b> the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah. Some children will be able to <b>use religious words</b> like 'forgiveness'</p>	<p>of Jesus with Zacchaeus as religious stories. Some children will be able to <b>recognise</b> some religious words like 'being sorry' and 'forgiveness'. Some children will be able to <b>recognise</b> that people say sorry and forgive each other because they follow Jesus. Some children will be able to <b>ask and respond</b> to questions about the consequences that choices have on others and themselves. Some children will be able to <b>ask and respond</b> to questions about being sorry for the wrong choices they have made. Some children will be able to <b>ask questions</b> about how it can sometimes be difficult to forgive others. Some children will be able to <b>retell</b> the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah. Some children will be able to <b>use religious words</b> like 'forgiveness'</p>	<p>of Peter asking Jesus about forgiveness as a religious story. Some children will be able to <b>recognise</b> some religious words and signs that Christians use to express sorrow and forgiveness. Some children will be able to <b>recognise</b> that people say sorry and ask forgiveness because they are followers of Jesus. Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings of the importance of rules. Some children will be able to <b>describe</b> the examination of conscience. Some children will be able to <b>describe</b> some aspects of the Sacrament of Reconciliation. Some children will be able to <b>describe</b> how Christians try to practice Jesus' commandment of love, peace and reconciliation.</p>	<p>questions are difficult to answer. Some children will be able to <b>retell</b> the stories of the Two Sons and the Prodigal Son. Some children will be able to use religious words and phrases to <b>describe</b> saying sorry and asking for forgiveness. Some children will be able to <b>describe</b> the Sacrament of Reconciliation. Some children will be able to <b>describe</b> a simple Examination of Conscience and to write or say a sorry prayer. Some children will be able to <b>describe</b> some ways in which followers of Jesus live. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their and others' decisions about choices and their consequences. Some children will be able to <b>compare</b> their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.</p>	<p>friendships may be restored. Some children will be able to use a developing religious vocabulary to <b>describe</b> some religious actions and symbols used in the Sacrament of Reconciliation. Some children will be able to use religious words and phrases to <b>give reasons</b> for some religious actions and symbols used in the Sacrament of Reconciliation. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. Some children will be able to <b>make links</b> to show how feelings and beliefs affect their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer. Some children will be able to <b>make links</b> to show how feelings and beliefs about reconciliation affect their behaviour and that of others. Some children will be able to <b>give reasons</b> why</p>	<p>of freedom and responsibility and know that these questions are sometimes difficult to answer. Some children will be able to <b>make links</b> between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings. Some children will be able to <b>give reasons</b> why believers choose to live by God's laws. Some children will be able to <b>make links</b> to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others. Some children will begin to <b>show</b> how their own and others' decisions about freedom and responsibility are informed by beliefs and values. Some children will begin to <b>describe and show understanding</b> of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be</p>	<p>are difficult to answer. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for the religious actions and symbols used in the Sacrament of the Anointing of the Sick. Some children will be able to <b>give reasons</b> why Christians care for the sick and the needy. Some children will be able to <b>engage and respond</b> to questions of the experience of sickness and healing in the light of religious teaching. Some children will be able to <b>show how</b> their own and others' decisions about care and compassion towards the sick are informed by beliefs and values. Some children will be able to <b>describe and show understanding</b> of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and <b>make links</b> between them. Some children will be able to use religious terms to <b>show an</b></p>
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	<p>and 'be sorry' when they or others have made wrong choices. Some children will be able to <b>describe</b> ways in which people say sorry and forgive each other because they follow Jesus.</p>	<p>and 'be sorry' when they or others have made wrong choices. Some children will be able to <b>describe</b> ways in which people say sorry and forgive each other because they follow Jesus.</p>	<p>and 'be sorry' when they or others have made wrong choices. Some children will be able to <b>describe</b> ways in which people say sorry and forgive each other because they follow Jesus.</p>		<p>Some children will be able to <b>make links</b> between religious stories and the belief in a loving and forgiving God. Some children will be able to use a developing religious vocabulary to <b>give reasons</b> for what happens in the Sacrament of Reconciliation. Some children will be able to <b>give reasons</b> why particular Christians make good choices and follow Jesus.</p>	<p>believers ask forgiveness of others and forgive those who have hurt them.</p>	<p>reconciled with God and with others. Some children will begin to <b>show understanding</b> of how religious belief in the freedom and responsibility of living by God's law shapes our lives. Some children will begin to <b>engage and respond</b> to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws.</p>	<p><b>understanding</b> of the different liturgies connected to the sacraments offered to the sick and dying. Some children will be able to <b>show understanding</b> of how religious belief shapes life, and that caring for those in need is a Christian responsibility.</p>
<p><b>Universal Church</b></p>	<p>Some children will recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!" They will be able to say what they <b>wonder</b> about the world and how we can all work together to care for the world and will be able to <b>talk about</b> their own experiences of the world and what they love about our world.</p>	<p>Some children will recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!" They will be able to say what they <b>wonder</b> about the world and how we can all work together to care for the world and will be able to <b>talk about</b> their own experiences of the world and what they love about our world.</p>	<p>Children will be able to <b>talk about</b> their experience and feelings about neighbours and be able to say what they <b>wonder</b> about neighbours both locally and globally. They will be able to <b>recognise</b> that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. Children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings about neighbours. They will be able to <b>retell</b> special stories about Jesus and his friends and <b>describe</b> some ways in which</p>	<p>Children will be able to <b>talk about</b> their own experience and feelings about the treasures they see or have and be able to say what they <b>wonder</b> about the treasures they see or have. Children will be able to <b>ask and respond</b> to questions about their own and others' experiences of and feelings about what we treasure. They will be able to <b>ask</b> questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. Children will be able to <b>retell</b> some special stories about</p>	<p>Children will be able to <b>ask and respond</b> to questions about their own and others' experiences of and feelings about special places and <b>ask questions</b> about what they and others wonder about special places and realise that some of these questions are difficult to answer. They will be able to <b>retell</b> the stories about special places for Jesus and <b>describe</b> some ways in which religion is lived out by Christians in terms of pilgrimage and worship. Children will be able to <b>make links</b> to show how feelings and beliefs about special places affect</p>	<p>Children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things and be able to <b>ask questions</b> about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. They will be able to <b>retell</b> some special stories about religious events and people who show what God is like and will be able to <b>describe</b> some ways in which religion is lived out by different saints.</p>	<p>Children will be able to <b>make links</b> to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to <b>compare</b> their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. They will be able to <b>give reasons</b> why Christians are concerned about the stewardship of creation and <b>make links</b> between scripture and the belief of caring for Creation. Children <b>show how</b> their own and others' decisions about how they care for the</p>	<p>Children will be able to <b>make links</b> to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others and be able to <b>compare</b> their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness. They will be able to <b>make links</b> between Micah, Matthew 25, the Beatitudes and beliefs and <b>give reasons</b> for certain actions by believers, in working for justice and the common good. Children will be able to <b>show how</b> their own and other's decisions to act</p>

			<p>religion is lived out by believers.</p>	<p>creation and the treasures of God's world and be able to <b>describe</b> some ways in which religion is lived out by believers in the way they treasure God's world. Children will be able to <b>compare</b> their own and others' ideas about questions about the treasures of our world that are difficult to answer. Children will be able to <b>make links</b> between religious stories about creation/ treasuring our world and beliefs and be able to <b>give reasons</b> for certain actions by believers in relation to treasuring God's world. They will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others</p>	<p>their behaviour and that of others and <b>compare</b> their own and others' ideas about questions relating to why some places are special that are difficult to answer. Children will be able to use a <b>developing religious vocabulary</b> to give reasons why Christians go on pilgrimage and be able to <b>give reasons</b> why Christians should care about the world.</p>	<p>Children will be able to <b>give reasons</b> for certain actions by those people they have studied and be able to <b>make links</b> between Scripture and the action and beliefs of followers of God's way. They will be able to <b>make links</b> to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples and <b>compare</b> their own and other people's ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer. Children will be able to <b>show how</b> their own and others' decisions about actions in life are informed by beliefs and values and <b>describe and show</b> an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them. They will be able to <b>show understanding</b> of how religious belief has shaped the way some people live out their lives.</p>	<p>earth are informed by beliefs and values and be able to <b>describe and show understanding</b> of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. They will be able to <b>show understanding</b> of how religious belief shapes life in relation to stewardship of creation and <b>engage with and respond</b> to questions of about care of creation in the light of religious teaching.</p>	<p>justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to <b>describe and show understanding</b> of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. They will be able to <b>show understanding</b> of how religious belief in justice and of the common good of all shapes life and be able to <b>engage with and respond to</b> big questions around justice and the common good in the light of religious teaching. Children will be able to <b>explain</b> what beliefs and values inspire and influence them and others to act justly and fairly and be able to <b>identify</b> sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise. They will be able to <b>demonstrate</b> how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.</p>
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<b>Hinduism</b>	Recognise there are times when we celebrate Understand the festival of Diwali	Recognise there are times when we celebrate Understand the festival of Diwali	Understand that every home has a shrine. Recognise how Hindu people live their lives.	Recognise the mandir is a special place for Hindus. Recognise dome features inside the mandir.	Understand that worship can take place at home. Recognise the features inside the mandir.	Recognise that Hinduism has many special scriptures, not just one book. Listen to an understand stories from scripture.	Identify Brahman is the supreme Hindu God. Understand the significance of the story of Brahman Recognise that the sacred scriptures shape Hindu's lives.	Develop an awareness of rules and karma Understand the process of Dharma Identify how Hindus care for creation.
<b>Judaism</b>	Recognise holidays are special times. Listen to the story of the oil lamp in the Temple	Recognise holidays are special times. Listen to the story of the oil lamp in the Temple	Understand why Saturday is God's special day. Identify how people take part in Shabbat.	Explore the fest of Shabbat Identify features of the Synagogue	Recognise the Synagogue is the Jewish place for worship Recognise the features of a Synagogue	Recognise the different books in the Torah Understand the importance of the	Remember the story of the Exodus Understand the celebration of Passover Recognise that Jewish people believe in one God; the Shema	Understand the Rosh Hashanah celebration Understand the meaning of Yom Kippur and the value of atonement.
<b>Islam</b>	Recognise there are special objectless Explore special objects for Muslims	Recognise there are special objectless Explore special objects for Muslims	Recognise that prayer can take place at home. Identify the roles of different people within a family.	Recognise there are special buildings Understand the importance of worship on Fridays.	Identify and name the place of worship. Recognise the features of s Mosque.	Recognise the Holy Book and the role it plays in the lives of a muslim person. Identify and recognise the 99 names for Allah.	Develop an understanding of the Ramadan festival. Explain the meaning of Edi Recognise the importance of pilgrimaging to Makkah	Have an understanding of the five pillars of Islam. Develop an awareness of Zaka and giving to the poor