



## **An overview of content and coverage within the Come and See programme**

This document serves to highlight the content and coverage within the Come and See programme across all year groups throughout the academic year.

It specifically highlights the coverage within the following key areas for each Year group;

- Learning Outcomes
- Attainment Targets
- Scripture
- Key vocabulary
- Liturgical and Prayer links
- Songs and hymns

This should serve to further assist teachers with the planning and delivery of the RE curriculum.

In addition, it will enable practitioners to develop a broader understanding of each topic that they teach within the context of the whole programme.

Finally, the information can also be used to provide an overview of coverage and related progress across all Year groups.

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**Topic 1**  
**DOMESTIC CHURCH – FAMILY**  
3-6

**Topic 2**  
**BAPTISM / CONFIRMATION -  
BELONGING**  
7-11

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



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



				that cause them to wonder, and they can also <b>compare some of their own and other people's ideas</b> about such questions. (ii)		<b>engage in discussion about questions of life</b> , in light of religious teaching. (ii)	
AT3 (On-going)	Encourage pupils to <b>reflect</b> and share their thoughts	<b>Listen</b> to a point of view. (i) <b>Talk about</b> some sources (prayers and hymns). (ii)	<b>Listen and respond</b> to a point of view. <b>Ask and respond to questions</b> about sources (prayers, hymns and scripture stories).	<b>Express a point of view</b> and begin to <b>give a reason</b> for it. <b>Make a link to a source</b> that supports a point of view. Begin to <b>express a preference</b> .	<b>Express a point of view</b> and <b>give some reasons</b> for it. • <b>Make a link to some sources</b> that support a point of view. <b>Express a preference and give some reasons</b> for it.	<b>Express a point of view</b> and give <b>many reasons</b> for it. <b>Make a link to many sources</b> that support a point of view. Begin to <b>arrive at judgements</b> .	<b>Express different points of view</b> . Use sources to <b>support some points of view</b> . <b>Arrive at judgements</b> .
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   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	<i>If I were a butterfly My God Loves Me Good Morning Lord</i>				Song of Ruth: 'Wherever you go, I will go.' Songs from Joseph and his Amazing Technicolour Dreamcoat	<i>God Beyond All Names You Have Called Us By Our Name You Are Mine Lord, You Are Near God Has Chosen Me</i>	<i>Let there be love shared among us This is My Body Though the Mountains may fall The Kingdom of Heaven Love Changes Everything Everything I do Love is all around</i>



<b>TOPIC 2</b>							
<b>BAPTISM / CONFIRMATION - BELONGING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>WELCOME</b>	<b>BELONGING</b>	<b>SIGNS &amp; SYMBOLS</b>	<b>PROMISES</b>	<b>CALLED</b>	<b>LIFE CHOICES</b>	<b>VOCATION &amp; COMMITMENT</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	What it is to welcome and be welcomed – <b>Explore</b>	Belonging to different groups – <b>Explore</b>	The love and care shown in the family– <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 – <b>Explore</b>	Commitment in life – <b>Explore</b>
	Baptism: a welcome to God’s family – <b>Reveal</b>	Baptism an invitation to belong to God’s family – <b>Reveal</b>	Signs & symbols in Baptism – <b>Reveal</b>	Promises made at Baptism – <b>Reveal</b>	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 – <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 – <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 – <b>Respond</b>
ATI (On-going)	The pupil is able to <b>listen</b> to religious stories with increasing attention and <b>recall</b> . (i)	The pupil is able to <b>recognise</b> some elements of religious stories and the people and events within. (i) They are also	The pupil is able to <b>retell accurately</b> many key elements from stories within the Old and	The pupil is able to use their own words to <b>accurately retell</b> stories about religious	The pupil can <b>make links between</b> many religious stories and people they have	The pupil can <b>securely make links</b> between most religious stories and people they have shared/learnt	The pupil can <b>describe and show under-standing</b> of some religious sources, beliefs, ideas, feelings and experiences, <b>making links between them</b> . (i) The pupil can <b>use religious terms to show an understanding</b> of many



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

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



<b>TOPIC 3</b>							
<b>ADVENT / CHRISTMAS - LOVING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>BIRTHDAY</b>	<b>WAITING</b>	<b>PREPARATIONS</b>	<b>VISITORS</b>	<b>GIFT</b>	<b>HOPE</b>	<b>EXPECTATIONS</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	What a birthday is; waiting for a birthday – <b>Explore</b>	About the times that it is necessary to wait and the use of that time – <b>Explore</b>	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 – <b>Explore</b>	Commitment in life – <b>Explore</b>
	Advent: looking forward to Christmas, the birthday of Jesus - <b>Reveal</b>	Advent: a time of waiting to celebrate Jesus' coming at Christmas – <b>Reveal</b>	Advent is four weeks of preparation for the celebration of the birth of Jesus at Christmas – <b>Reveal</b>	Promises made at Baptism – <b>Reveal</b>	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 – <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 – <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 – <b>Respond</b>
ATI (On-going)	The pupil is able to <b>listen</b> to religious stories with increasing attention and <b>recall.</b> (i)	The pupil is able to <b>recognise</b> some elements of religious stories and the people and events within. (i)	The pupil is able to <b>retell accurately</b> many key elements from stories within the Old and New Testament (i)	The pupil is able to use their own words to <b>accurately retell</b> stories about religious events and people	The pupil can <b>make links between</b> many religious stories and people they have shared/learnt	The pupil can <b>securely make links</b> between most religious stories and people they have shared/learnt about	The pupil can <b>describe and show understanding</b> of some religious sources, beliefs, ideas, feelings and experiences, <b>making</b>



	They can <b>recognise and describe</b> special times or events for family and friends. (ii) They can capture religious experiences and <b>respond</b> by using a range of media. (iii)	They are also <b>beginning to recognise many religious signs and symbols</b> and use some <b>religious words and phrases</b> . (ii) They are able to <b>recognise that people act in a particular way</b> because of their religion. (iii)	The pupil is able to <b>describe many religious signs, symbols and actions</b> used in prayer and Liturgy (ii) The pupil is able to <b>describe and give many examples</b> of ways that people with religious beliefs live their lives because of their religious belief. (iii)	and has <b>begun to link</b> some of these to religious beliefs. (i) They are also able to <b>describe most</b> religious signs, symbols and actions using appropriate religious words and phrases and <b>give reasons for some</b> of these. (ii) They are able to <b>describe and give examples of many</b> ways that people with religious beliefs behave in their everyday lives and <b>give some reasons</b> for their actions. (iii)	about and beliefs. (i) The pupil can use a developing religious vocabulary to <b>give reasons for many religious actions &amp; symbols</b> . (ii) <b>Give religious reasons</b> for many actions by believers. (iii)	and beliefs, and <b>begin to describe them to show understanding</b> . (i) The pupil can use a developing religious vocabulary to <b>give reasons for most religious actions and symbols</b> , within different liturgies. (ii) The pupil can <b>give religious reasons for most actions by believers</b> and begin to <b>show how they shape believers' lives</b> . (iii)	<b>links between them</b> . (i) The pupil can <b>use religious terms to show an understanding</b> of many different liturgies. (ii) The pupil can <b>show some understanding of how religious belief shapes life</b> in different ways. (iii)
AT2 (On-going)	The pupil is aware of <b>their own feelings</b> and knows that some actions and words can hurt others. (i)	The pupil is able to <b>talk about</b> many of their own experiences and how these <b>made them feel</b> . (i)	The pupil is able to <b>ask and answer some questions</b> about how certain experiences make them and others feel and <b>say why they feel that way</b> . (i) The pupil can ask somebody why they are	The pupil is able to <b>share with and question others</b> about the things that have happened to them and <b>talk about</b> how they have felt. They	The pupil can <b>make some links</b> to show how feelings & beliefs affect their behaviour & that of others. (i)	The pupil can <b>make many links</b> to show how feelings & beliefs affect their behaviour & that of others and begin to <b>show how own and others'</b>	The pupil can <b>confidently show how their own and others' decisions</b> are informed by beliefs and values. (i) The pupil <b>engages in some discussion about questions of</b>



	They learn new <b>religious vocabulary</b> (ii)	They can also <b>reflect upon some things they wonder about and speak about these.</b> (ii)	<b>wondering about something.</b> They can also say <b>what they wonder</b> about God and Jesus. (ii)	can also <b>give some examples</b> of how their and others' behaviour is influenced by what they feel or believe. (i) They can <b>speak to and question others</b> about things that cause them to wonder, and they can also <b>compare some of their own and other people's ideas</b> about such questions. (ii)	The pupil is able to <b>compare most of their own &amp; other people's ideas</b> about questions that are difficult to answer. (ii)	<b>decision are informed by beliefs and values.</b> (i) The pupil is able to <b>compare most of their own &amp; other people's ideas</b> about questions that are difficult to answer. The pupil begins to <b>engage in discussion about questions of life,</b> in light of religious teaching. (ii)	<b>life,</b> in light of religious teaching. (ii)
AT3 (On-going)	Encourage pupils to <b>reflect</b> and share their thoughts	<b>Listen</b> to a point of view. (i) <b>Talk about</b> some sources (prayers and hymns). (ii)	<b>Listen and respond</b> to a point of view. <b>Ask and respond to questions</b> about sources (prayers, hymns and scripture stories).	<b>Express a point of view</b> and begin to <b>give a reason</b> for it. <b>Make a link to a source</b> that supports a point of view. Begin to <b>express a preference.</b>	<b>Express a point of view</b> and <b>give some reasons</b> for it. • <b>Make a link to some sources</b> that support a point of view. <b>Express a preference and give some reasons</b> for it.	<b>Express a point of view</b> and give <b>many reasons</b> for it. <b>Make a link to many sources</b> that support a point of view. Begin to <b>arrive at judgements.</b>	<b>Express different points of view.</b> Use sources to <b>support some points of view.</b> <b>Arrive at judgements.</b>



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 <b>Reception:</b> 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/ Hymns	See John Burland grid*  Telling the Christmas story  Away in a Manger	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*
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\*John Burland music resources - <https://www.comeandseere.co.uk/music-sound/john-burland-music>





<b>TOPIC 4</b>							
<b>LOCAL CHURCH – COMMUNITY</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>CELEBRATING</b>	<b>SPECIAL PEOPLE</b>	<b>BOOKS</b>	<b>JOURNEYS</b>	<b>COMMUNITY</b>	<b>MISSION</b>	<b>SOURCES</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	What a celebration is. <b>Explore</b>	There are special people in our lives who are there to help us – <b>Explore</b>	Different books used at home and in school – <b>Explore</b>	A journey through a year – <b>Explore</b>	Belonging to a community. – <b>Explore</b>	The mission of inspirational leaders – <b>Explore</b>	A wide variety of books and the purpose for which they were written – <b>Explore</b>
	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 – <b>Reveal</b>	The books used in Church on Sunday by the parish family – <b>Reveal</b>	The Christian family's journey with Jesus through the Church's year – <b>Reveal</b>	Confirmation: a call to witness – <b>Reveal</b>	Dioceses continue the work and mission of Jesus including ecumenism – <b>Reveal</b>	The Bible as the story of God's love, told by the people of God – <b>Reveal</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 – <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 – <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>



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



			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	Psalm 84 – God’s Story 3 page 42 Psalm 118 – 19-20, 26-29 God’s Story 3 page 43 Psalm 122: 1-9 – God’s 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 1 Corinthians 12: 12-17, 21, 27	Romans 15: 4-6 Bible Bible references, genre, context
Vocabulary	Church, priest, 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	<i>See John Burland grid*</i>  Come and join the celebration	<i>See John Burland grid*</i>  Gathering song	<i>See John Burland grid*</i>  Songs to greet the Gospel	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> <i>God's Spirit is in my heart. Apostles' Song. Everyone has a mission.</i>	<i>See John Burland grid*</i>

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



<b>TOPIC 5 EUCHARIST – RELATING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>GATHERING</b>	<b>MEALS</b>	<b>THANKSGIVING</b>	<b>LISTENING &amp; SHARING</b>	<b>GIVING &amp; RECEIVING</b>	<b>MEMORIAL SACRIFICE</b>	<b>UNITY</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	How and why people gather together <b>Explore</b>	Families and groups share special meals – <b>Explore</b>	Different ways to say thank you. – <b>Explore</b>	Listening and sharing with one another – <b>Explore</b>	Giving and receiving every day – <b>Explore</b>	How memories are kept alive – <b>Explore</b>	What nourishes and what spoils friendship and unity. – <b>Explore</b>
	The joy of gathering together to celebrate at Mass - <b>Reveal</b>	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 – <b>Reveal</b>	The Eucharist challenges and enables living and growing in communion – <b>Reveal</b>	The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – <b>Reveal</b>	The Eucharist challenges and enables the Christian family to live and grow in communion every day – <b>Reveal</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 – <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 – <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>



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





					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	Exodus 13: 3 Luke 22: 14-20	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 <b>Reception:</b> 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
Liturgical links/ Prayers	Our Father	Mass, Last Supper, Our Father	Responses; Thanks be to God, Holy, Holy,	Parts of the Mass, the Gloria, Mass responses.	The Eucharist; Introductory	The Eucharist; Introductory Rite, Communion Rite	Responses of the Mass, Communion Rite,



			Eucharistic Prayer for Children I		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

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



<b>TOPIC 6</b>							
<b>LENT/EASTER – GIVING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>GROWING</b>	<b>CHANGE</b>	<b>OPPORTUNITIES</b>	<b>GIVING ALL</b>	<b>SELF DISCIPLINE</b>	<b>SACRIFICE</b>	<b>DEATH AND NEW LIFE</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	Spring is a time when things begin to grow <b>Explore</b>	We change and grow – <b>Explore</b>	The love and care shown in the family – <b>Explore</b>	How people give themselves – <b>Explore</b>	The love and care shown in the family – <b>Explore</b>	Giving or refusing to give; appreciating the cost of giving – <b>Explore</b>	The love and care of people– <b>Explore</b>
	Lent: a time to grow in love to be more like Jesus and to look forward to Easter - <b>Reveal</b>	Lent; a time to change in preparation for the celebration of Easter – <b>Reveal</b>	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 – <b>Reveal</b>	Lent a time of giving in preparation for the celebration of the sacrifice of Jesus – <b>Reveal</b>	The Church’s seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life – <b>Reveal</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 – <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 – <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>



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



					<b>Express a preference and give some reasons for it.</b>		
Scripture	John 13: 34-35 God's Story 1 pages 32-33 (Notes page 48) John 19: 25-27 God's Story 1 (Notes page 49) Acts 2: 23-24 God's Story 1 page 35 (Notes page 49) Luke 2: 51-52	Joel 2:13 God's Story 2 page 50 Luke 23: 33-35, 38-43 – God's Story 2 page 78 (Notes page 100) Mark 11: 1-11. God's Story 2 page 76 Mark 16: 1-6	Mark 11: 1-11 God's Story 2 page 76 Mark 15 :16-21 John 13: 4-15 Matthew 28:1-10	Matthew 5: 1-17 God's Story 3 page 82 Luke 4: 1-4 God's Story 3 page 94 Mark 14:26-31, 32- 46 – God's Story 3 page 116 Matthew 25: 31-40 – God's Story 3 page 88 Mark 15: 21-27 God's Story 3 page 120 Luke 24: 1-12 God's Story 3 page 126 Luke 23:33-35,38- 43 God's Story 2 page 78	Matthew 6:2-4 God's Story 3 page 85 Matthew 27:39- 56 Luke 6: 27-28, 32-36 Matthew 6: 2-4 John 13: 4-9, 12- 15 God's Story 3 page 115 Mark 15: 23-41 God's Story 3 page 122 Mark 16: 2-8 God's Story 3 page 125	Matthew 26: 14-16, 25, 38-48, 47-50 Matthew 28: 1-10 God's Story 3 pages 126-127 Mark 14: 10-11, 32- 36, 43-46 God's Story 3 page 116 Mark 15: 1-15, God's Story 3 page 118 Mark 15: 21-41 God's Story 3 page 122 Luke 4: 1-12 Luke 22:39-46 Luke 23: 26-43 God's Story 3 page 121 John 13: 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*  <i>This is the wood of the Cross (Taine)</i> <i>Jesus Remember Me (Taizé)</i>	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* <i>Graham Kendrick: For God so loved the world, Amazing Love</i>	See John Burland grid*

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



<b>TOPIC 7</b>							
<b>PENTECOST – SERVING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>GOOD NEWS</b>	<b>HOLIDAYS &amp; HOLYDAYS</b>	<b>SPREAD THE WORD</b>	<b>ENERGY</b>	<b>NEW LIFE</b>	<b>TRANSFORMATION</b>	<b>WITNESSES</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	That everyone has good news - <b>Explore</b>	Holidays as days to be happy – <b>Explore</b>	Passing on messages – <b>Explore</b>	The energy of fire and wind – <b>Explore</b>	How good news brings life – <b>Explore</b>	Transforming energy – <b>Explore</b>	The courage to be a witness – <b>Explore</b>
	Pentecost: the celebration of the Good News of Jesus - <b>Reveal</b>	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 – <b>Reveal</b>	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 – <b>Reveal</b>	Pentecost; the celebration of the Spirit’s transforming power – <b>Reveal</b>	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 – <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 – <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 – <b>Respond</b>





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



			and scripture stories).		support a point of view. <b>Express a preference and give some reasons</b> 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) 1 Thessalonians 4: 13-14, 18 – God's Story 2 page 89 (Notes page 101) John 13: 33; 14:18, 15, 26; 16:5,7,13 – God's Story 2 pages 81 (Notes pages 100-101) Romans 8: 22-28	Matthew 28: 1-10 God's Story 3 page 126 John 16: 5-7 1 Corinthians 12: 4-8, 11 Acts 1: 6-11 God's Story 3 page 132 Acts 2: 1-18, 43, God's Story 3 page 132 Isaiah 11: 2	Acts 4 : 1-26 – God's Story 3 page 136 2 Corinthians 6: 3-10 – God's Story 3 page 144 Acts 8: 26-30, 34-38 God's Story 3 pages 138-139	Galatians : 5: 16-17, 22-23 – God's Story 3 page 144 Luke 24: 13-35 – God's Story 3 pages 128-129 Acts 2: 32-39, 41-42 Acts 22: 6-16 Romans 8: 14-17	Luke 24: 44-49 Matthew 28: 16-20 Acts 1: 6-14 Acts 6: 6 – 7: 6 God's Story 3 page 138 Acts 16: 11-15 God's Story 3 page 139 Ephesians 2: 10
Vocabulary	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia,	holiday, holyday, Apostles, help, Pentecost, promise, Holy Spirit, guide, Resurrection, alleluia	message, risen, Resurrection, Holy Spirit, Ascension, witnesses, blessing, Pentecost,	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	<i>See John Burland grid*</i>  <i>If you are happy and you know it. This is the day. Alleluia song.</i>	<i>See John Burland grid*</i>  The wheels on the bus, Happy Days and Holy Days, Give me joy in my heart, Hymns to the Holy Spirit	<i>See John Burland grid*</i>  Hymns to the Holy Spirit	<i>See John Burland grid*</i> Hymns about the Holy Spirit	<i>See John Burland grid*</i> Hymns to the Holy Spirit	<i>See John Burland grid*</i> <i>Sing Holy Spirit of fire, Lord, the light of your love</i>	<i>See John Burland grid*</i>

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



<b>TOPIC 8</b>							
<b>RECONCILIATION – INTER-RELATING</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>FRIENDS</b>	<b>BEING SORRY</b>	<b>RULES</b>	<b>CHOICES</b>	<b>BUILDING BRIDGES</b>	<b>FREEDOM &amp; RESPONSIBILITY</b>	<b>HEALING</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	We can make friends - <b>Explore</b>	We have choice – sometimes we choose well, and sometimes wrongly – <b>Explore</b>	How rules can help at home and in school – <b>Explore</b>	Choices have consequences – <b>Explore</b>	Building bridges of friendship – <b>Explore</b>	Freedom involves responsibility – <b>Explore</b>	When people become sick and need care – <b>Explore</b>
	Jesus had good friends; what Jesus tells us about friendship - <b>Reveal</b>	God helps us to choose well and to be sorry. God forgives us – <b>Reveal</b>	The reasons for rules in the Christian family – <b>Reveal</b>	The importance of conscience in making choices – <b>Reveal</b>	The importance of admitting wrong, and being reconciled with God and one another – <b>Reveal</b>	God’s rules for living freely and responsibly – the Commandments – <b>Reveal</b>	The Sacrament of the Anointing of the Sick – <b>Reveal</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 – <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 – <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>



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



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



	(Notes page 99) John 13: 34 God's Story 1 pages 32-33 <b>Nursery</b> John 13: 34-35 God's Story 2 pages 72-73 <b>Reception</b> (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 <b>Reception:</b> 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	<i>See John Burland grid*</i>  <i>A new Commandment chorus Come and join the circle Bernadette Farrell Alleluia song.</i>	<i>See John Burland grid*</i> <i>Make me a channel of your peace</i>	<i>See John Burland grid*</i>  <i>Hymns about peace</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i> <i>Make me a channel of your peace</i>	<i>See John Burland grid*</i>	<i>See John Burland grid*</i>
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\*John Burland music resources - <https://www.comeandseere.co.uk/music-sound/john-burland-music>



<b>TOPIC 9</b>							
<b>UNIVERSAL CHURCH – WORLD</b>							
	FS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>OUR WORLD</b>	<b>NEIGHBOURS</b>	<b>TREASURES</b>	<b>CHOICES</b>	<b>GOD'S PEOPLE</b>	<b>STEWARDSHIP</b>	<b>COMMON GOOD</b>
Learning outcomes	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>	<i>Know and understand:</i>
	What we love and wonder about our world - <b>Explore</b>	Neighbours all around – <b>Explore</b>	What we treasure – <b>Explore</b>	Everyone has a special place – <b>Explore</b>	Ordinary people who do extraordinary things – <b>Explore</b>	Caring for the Earth – <b>Explore</b>	Justice for the good of all – <b>Explore</b>
	God gave us this wonderful world - <b>Reveal</b>	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 – <b>Reveal</b>	Different saints show people what God is like – <b>Reveal</b>	The Church is called to Stewardship of Creation – <b>Reveal</b>	The work of Christians for the common good of all – <b>Reveal</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 – <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 – <b>Respond</b>	Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>
<b>ATI</b> (On-going)	The pupil is able to <b>listen</b> to religious stories with increasing	The pupil is able to <b>recognise</b> some elements of religious stories and the people and events within. (i) They are also	The pupil is able to <b>retell accurately</b> many key elements from stories within the Old and New Testament (i)	The pupil is able to use their own words to <b>accurately retell</b> stories about religious events and	The pupil can <b>make links between</b> many religious stories and people they have	The pupil can <b>securely make links</b> between most religious stories and people they have shared/learnt about and beliefs, and	The pupil can <b>describe and show understanding</b> of some religious sources, beliefs, ideas,



	<p>attention and <b>recall</b>. (i) They can <b>recognise and describe</b> special times or events for family and friends. (ii) They can capture religious experiences and <b>respond</b> by using a range of media. (iii)</p>	<p><b>beginning to recognise many religious signs and symbols</b> and use some <b>religious words and phrases</b>. (ii) They are able to <b>recognise that people act in a particular way</b> because of their religion. (iii)</p>	<p>The pupil is able to <b>describe many religious signs, symbols and actions</b> used in prayer and Liturgy (ii) The pupil is able to <b>describe and give many examples</b> of ways that people with religious beliefs live their lives because of their religious belief. (iii)</p>	<p>people and has <b>begun to link</b> some of these to religious beliefs. (i) They are also able to <b>describe most</b> religious signs, symbols and actions using appropriate religious words and phrases and <b>give reasons for some</b> of these. (ii) They are able to <b>describe and give examples of many</b> ways that people with religious beliefs behave in their everyday lives and <b>give some reasons</b> for their actions. (iii)</p>	<p>shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to <b>give reasons for many religious actions &amp; symbols</b>. (ii) <b>Give religious reasons</b> for many actions by believers. (iii)</p>	<p><b>begin to describe them to show understanding</b>. (i) The pupil can use a developing religious vocabulary to <b>give reasons for most religious actions and symbols</b>, within different liturgies. (ii) The pupil can <b>give religious reasons for most actions by believers</b> and begin to <b>show how they shape believers' lives</b>. (iii)</p>	<p>feelings and experiences, <b>making links between them</b>. (i) The pupil can <b>use religious terms to show an understanding</b> of many different liturgies. (ii) The pupil can <b>show some understanding of how religious belief shapes life</b> in different ways. (iii)</p>
<p>AT2 (On-going)</p>	<p>The pupil is aware of <b>their own feelings</b> and knows that some actions and words can hurt others. (i)</p>	<p>The pupil is able to <b>talk about</b> many of their own experiences and how these <b>made them feel</b>. (i) They can also <b>reflect upon some things they wonder about and speak about these</b>. (ii)</p>	<p>The pupil is able to <b>ask and answer some questions</b> about how certain experiences make them and others feel and <b>say why they feel that way</b>. (i)</p>	<p>The pupil is able to <b>share with and question others</b> about the things that have happened to them and <b>talk about</b> how they have felt. They can also <b>give some examples</b> of how</p>	<p>The pupil can <b>make some links</b> to show how feelings &amp; beliefs affect their behaviour &amp; that of others. (i) The pupil is able to <b>compare</b></p>	<p>The pupil can <b>make many links</b> to show how feelings &amp; beliefs affect their behaviour &amp; that of others and begin to <b>show how own and others' decision are informed by beliefs and values</b>. (i)</p>	<p>The pupil can <b>confidently show how their own and others' decisions</b> are informed by beliefs and values. (i) The pupil <b>engages in some discussion about</b></p>



	They learn new <b>religious vocabulary</b> (ii)		The pupil can ask somebody why they are <b>wondering about something</b> . They can also say <b>what they wonder</b> about God and Jesus. (ii)	their and others' behaviour is influenced by what they feel or believe. (i) They can <b>speak to and question others</b> about things that cause them to wonder, and they can also <b>compare some of their own and other people's ideas</b> about such questions. (ii)	<b>most of their own &amp; other people's ideas</b> about questions that are difficult to answer. (ii)	The pupil is able to <b>compare most of their own &amp; other people's ideas</b> about questions that are difficult to answer. The pupil begins to <b>engage in discussion about questions of life</b> , in light of religious teaching. (ii)	<b>questions of life</b> , in light of religious teaching. (ii)
AT3 (On-going)	Encourage pupils to <b>reflect</b> and share their thoughts	<b>Listen</b> to a point of view. (i) <b>Talk about</b> some sources (prayers and hymns). (ii)	<b>Listen and respond</b> to a point of view. <b>Ask and respond to questions</b> about sources (prayers, hymns and scripture stories).	<b>Express a point of view</b> and begin to <b>give a reason</b> for it. <b>Make a link to a source</b> that supports a point of view. Begin to <b>express a preference</b> .	<b>Express a point of view</b> and <b>give some reasons</b> for it. • <b>Make a link to some sources</b> that support a point of view. <b>Express a preference and give some reasons</b> for it.	<b>Express a point of view</b> and give <b>many reasons</b> for it. <b>Make a link to many sources</b> that support a point of view. Begin to <b>arrive at judgements</b> .	<b>Express different points of view</b> . Use sources to <b>support some points of view</b> . <b>Arrive at judgements</b> .
Scripture	Genesis 1: 3, 9, 20, 24-26, God's Story 1, pages 4-7	Psalms 18: 1-5 Isaiah 12: 4-9: God's Story 2 page 47 Mark 6: 30-32: God's Story 2 page 66	Genesis 1:3, 9, 20, 24, 26 – God's Story 2 page 9 (Teachers' notes page 94)	Luke 2: 11 Bethlehem Matthew 2: 23 Nazareth Luke 2: 41, 46 Jerusalem	1 John 3: 1-3 – God's Story 3, page 149 Colossians 3: 12-13 God's	Genesis 1: 1-31 God's Story 3 pages 8-9 Leviticus 19: 9-10 God's Story 3 page 30	Micah 6: 8 Matthew 5: 1-17 God's Story 3 page 82 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
Songs/ Hymns	See John Burland grid*	See John Burland grid* When I needed a neighbour	See John Burland grid*  Live Simply song:	See John Burland grid*	See John Burland grid*	See John Burland grid* All creatures of our God and King Laudate si	See John Burland grid* When I needed a neighbour



	<i>He's got the whole world in his hands Praise him, praise him Louis Armstrong: What a wonderful world!</i>	Thank you, Lord, for this fine day	If you want to change the world, change your life. (To the tune of If you're happy and you know it)				<i>Who will speak if you don't? Look around you</i>
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