



Standards Indicator	Scripture	Vocabulary	I can talk about... <ul style="list-style-type: none"> ● Some talents, qualities and gifts I and others have. ● How people develop their talents, qualities and gifts. ● How I am made in the likeness of God. ● God's love for us. Key knowledge ... <ul style="list-style-type: none"> ● I know Colossians 3: 10 -17, explores how Christians are called to live in peace. ● I know in Genesis 1: 26 -31 that people are made in the likeness and image of God. ● I know, Colossians 3: 10 -11 describes and show understanding of what Christians believe, feel and experience about uniqueness. ● I know how people are made in God's image and likeness and how that might shape their lives through service as stated in Philippians 4: 4-9 						
<p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p>	<p>Genesis 1: 26 -31</p> <p>Colossians 3: 10 -11</p> <p>Colossians 3: 12-17</p> <p>Philippians 4: 4-9</p> <p>Hosea 11: 1-4</p> <div style="text-align: center;"> <p>Who am I?</p> </div> <p>Greater Depth</p> <p>I can begin to show understanding of how beliefs and values affect our love and care of each other, using Philippians 4: 4-9 as a reference.</p> <p>I can describe and show an understanding of the scriptures- (Genesis 1: 26 -31 and Colossians 3: 10 -11), beliefs, feelings and the experience of being made in image and likeness of God.</p> <p>I can begin to show understanding of how the call to be holy, shapes life using Philippians 4: 4-9 and Hosea 11: 1-4 as a reference</p>	<p>qualities, talents, unique, gifts, challenge, joys, happiness</p> <p>responsibility, dignity, image, peacemaker</p>							
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Christian values</th> <th style="width: 33%;">hymns</th> <th style="width: 33%;">Symbols and sacraments</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> To live in peace with one another To live in community with each other and put others needs first Belief that we are created in the image of God – made to be like Him. The uniqueness of each person shows God's love </td> <td style="vertical-align: top;"> Let there be peace shared among us Make me a channel of your peace Peace perfect peace I will be with you Do not be afraid Be not afraid A new commandment I give unto you </td> <td style="vertical-align: top;"> Reconciliation Baptism – called to the family of God Eucharist - source of strength and nourishment for the journey Confirmation – Receive the gift of courage to use qualities for others </td> </tr> </tbody> </table>	Christian values	hymns	Symbols and sacraments	To live in peace with one another To live in community with each other and put others needs first Belief that we are created in the image of God – made to be like Him. The uniqueness of each person shows God's love	Let there be peace shared among us Make me a channel of your peace Peace perfect peace I will be with you Do not be afraid Be not afraid A new commandment I give unto you	Reconciliation Baptism – called to the family of God Eucharist - source of strength and nourishment for the journey Confirmation – Receive the gift of courage to use qualities for others
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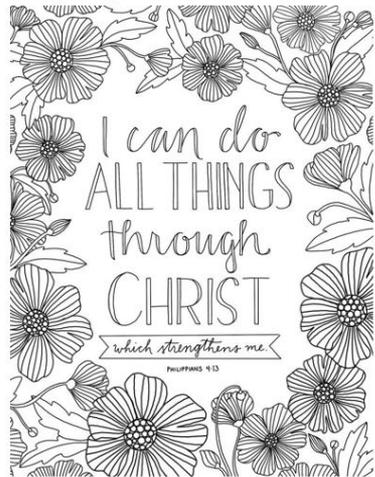
Ourselves

My questions at the start of the topic:



Me	Success criteria	Teacher
	I can describe and show understanding of the scripture, beliefs, ideas, feelings and experiences related to who I am, being made in the image and likeness of God and using talents. AT1	
	I can describe and show understanding of the scripture, beliefs, ideas, feelings and experiences that inspired Maximillian Kolbe. AT1	
	I can show understanding of how the belief in the call to be holy shapes life. AT1 (iii)	
	I can show how beliefs and values affect our love and care of each other. AT2	
	I can engage with and respond to questions about who I am and the call to holiness. AT2	
What I did well		
Target - what I want to improve		

Ourselves - What have I learnt?



Big Questions	Expected	Greater Depth
	<p>Reflect on who you are as a child of God? Do you act as Jesus would want you to? Give reasons.</p> <p>Philippians 4:4-9 tell us to "Rejoice in the Lord always." Explain how we can rejoice in the Lord?</p> <p>Genesis 1;26 explains we are made in the image of God. What does this mean to you? Reflect upon these words. Show an understanding of how someone made in the image of God should act.</p> <p>Reflect upon your talents? What are they? Show an understanding of why we have talents.</p> <p>Explain why we need peacemakers.</p>	<p>Psalm 46:10 "Be still and know that I am with you." Reflect on these words, what do they mean to you? Make links to a time when you may have needed to hear them.</p> <p>Pope Francis said, "Dear young people, Jesus wants to be your friend, and wants you to spread joy of his friendship everywhere." How can you show Jesus that you are a good friend, can you make links to scripture to give examples of when Jesus was a good friend?</p> <p>What do you think Jesus' talents were? Can you make links to scripture?</p> <p>Mrs Hughes said. "children are too young to have talents, only adults know what their talents are." Do you agree with Mrs Hughes? why? Why not? Make links to Christian beliefs.</p>



RE Learning Journal

Year 5

Topic 2

Life Choices

Standards Indicator

Learning about religion

Beliefs, teaching & sources

Learning from religion

Engagement with own & others' beliefs & values

Engagement with questions of meaning & purpose

Learning outcomes using driver words

I will be able to reason and make links about:

Explore Showing care and commitment

Reveal The call to life and love within the community; through marriage

Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration

Scripture

Ephesians 4: 1-7

Ephesians 4: 11-13, 15

Proverbs 31: 10-29

Matthew 5: 6-9

Is commitment important?

Greater Depth

I can make links to show how feelings and beliefs affect my own and others' behaviour in relationships.

I can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences making links between them and concerning the mission of a Christian and married people in particular.

I can use religious terms to show an understanding of the marriage liturgy and the Promises made.

I can show understanding of how religious belief shapes the life of married people and of those who are involved in the community as volunteers

Vocabulary

Vocation, marriage, service, responsibility, fidelity commitment

I can talk about...

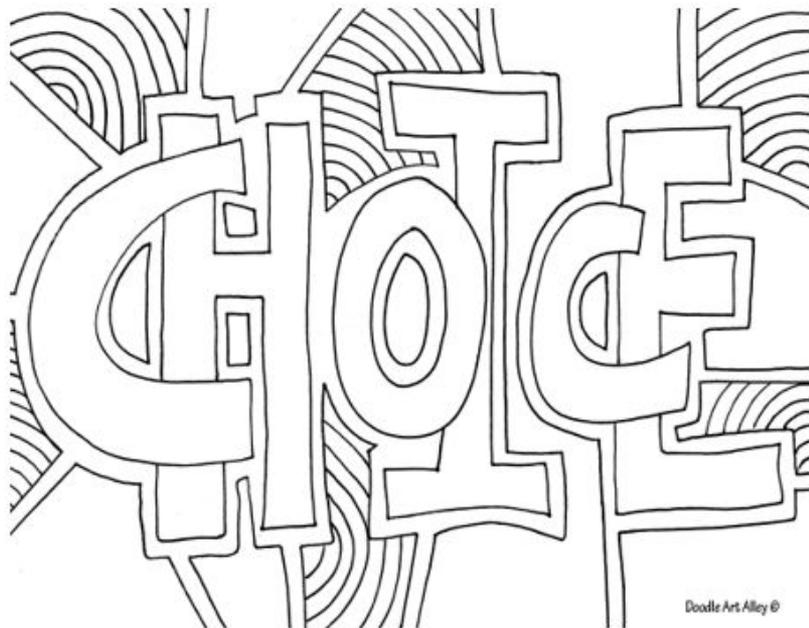
- What is important for friendships to thrive
- Why are fidelity, loyalty and commitment important in maintaining a friendship
- The importance of commitment and responsibility in relationships.

Key knowledge ...

- I know we all have a mission and what it means to be committed using Ephesians 4: 1-7 /Ephesians 4: 11-13, 15 as my reference.
- I know about the work of Christian service.
- I know about The Sacrament of Marriage.
- I know the symbols of the promises and about the blessing of rings.
- I know the Beatitudes are found in Matthew 5: 6- 9
- I know we are all are called to live in love and service as seen in voluntary service/ witness in the community.

Christian values	hymns	Symbols and sacraments
Calling and mission within the family of God.	We are one in Spirit God made me as I am.	Baptism- called to the body of Christ.
Love Service Commitment	Here I am Lord	Eucharist- being in union with the body of Christ
Holy family as an example. Saints The Beatitudes	One more step	Confirmation- mission Marriage

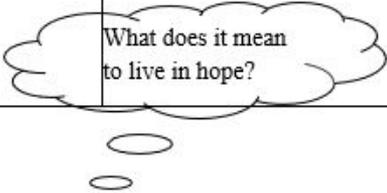
Life Choices, My questions at the start of the topic:



Me	Success criteria	Teacher
	I can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, making links between them and the mission of a Christian AT1 (i)	
	I can use religious terms to show an understanding of the marriage liturgy and the promises made. AT1 (ii)	
	I can show understanding of how religious belief shapes the life of married people. AT1 (iii)	
	I can show how feelings and beliefs about care and commitment affect my own and others' behaviour in relationships. AT2 (i)	
	I can engage with and respond to questions about care and commitment, in light of Christian teaching. AT2 (ii)	
What I did well		
Target - what I want to improve		

<i>Big Questions</i>	<i>Expected</i>	<i>Greater Depth</i>
	<p><i>Reflect on your own mission as a Catholic. What do you think God wants from you?</i></p> <p><i>What are your gifts from God and how do you use them?</i></p> <p><i>Can you make links between religious and non-religious wedding services, what is different/ similar?</i></p> <p><i>Ruth 1:16 "wherever you go I shall go." Reflect on these words and take comfort in them. How do they make you feel?</i></p> <p><i>"Love one another as I have loved you." John 13:34. How can you live out this message?</i></p> <p><i>1 Peter 4:10 "Each should use the gifts they have been given." How can you use the gifts you have been given?</i></p>	<p><i>Can you make links between Ephesians 4:1-7 and Romans 12: 4-6? What mission does God want from us?</i></p> <p><i>What does the bible say about the sacrament of marriage? Make links between scripture and a wedding service.</i></p> <p><i>Ecclesiastes 4:9-10 "If one falls down the other can help him up." Reflect on this message and make links to your life as to when you have followed this.</i></p> <p><i>Which of the Beatitudes is hardest for you to follow? Why? Reflect on how you can make changes in your life to follow this.</i></p>



<p align="center">Standards Indicator</p> <p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p>	<p>Scripture</p> <p>Psalms 27: 13-14 I Samuel 16: 4-13</p> <p>Isaiah 9: 2-3, 6-7, Isaiah 25: 8-9, Isaiah 40: 9-11</p> <p>Jeremiah 33:14-16, John 1: 5</p> <p>Matthew 1:1-17 18-25,</p> <p>Mark 13:33 Luke 1: 38-57,</p> <p>James 5: 7-8</p>	<p>Vocabulary</p> <p>Waiting, hopeful, Promised One, Messiah, prophet</p> <p align="center"></p>	<p>I can talk about...</p> <ul style="list-style-type: none"> ● Waiting and hoping. ● Why people wait with hope. ● The coming of Jesus at the end of time. <p>Key knowledge ...</p> <ul style="list-style-type: none"> ● I know how people wait in different ways, for different things. ● I know Advent is a time of waiting hopefully. ● I know What the prophets Isaiah (Isaiah 9: 2- 3, 6-7, Isaiah 25: 8-9, Isaiah 40: 9-11) and Jeremiah 33:14-16 said about the coming of the Messiah/the Promised One. ● I know the first two Joyful Mysteries of the Holy Rosary that show how Mary waits in joyful hope. ● I know how Isaiah described the One who was waited for as a light in the darkness. ● I know Luke 1: 38-57 tells of Jesus' birth ● I know that Christian believes Christ will come again at the end of time. 					
<p>Learning outcomes using driver words</p> <p>I will be able to reason and make links about:</p> <p>Explore Waiting hopefully</p> <p>Reveal Advent being the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>	<p>Greater Depth</p> <p>I can make links to show how feelings and beliefs about the coming of Christ affects what we do to prepare during Advent and throughout our lives.</p> <p>I can compare my own and other people's ideas about questions that are difficult to answer about the second coming of Christ.</p> <p>I can describe, show understanding and make links between scripture texts and the belief in the coming of Jesus at Christmas and at the end of time.</p> <p>I can show how my own and others' decisions to prepare well through love and service to others and to wait hopefully are informed by the belief that Christ will come.</p> <p>I can engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching</p>	<table border="1"> <thead> <tr> <th data-bbox="1277 678 1439 714">Christian values</th> <th data-bbox="1439 678 1601 714">hymns</th> <th data-bbox="1601 678 1760 714">Symbols and sacraments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1277 714 1439 1016"> Prayer Penance Service Joy Hope Faith Preparing Waiting Example of Mary The Messiah The chosen one Parousia </td> <td data-bbox="1439 714 1601 1016"> Shine Jesus Shine Christ be our light The servant kings O come O come Emanuel </td> <td data-bbox="1601 714 1760 1016"> Reconciliation – part of advent preparations. Advent Wreath Baptismal candle-light of Christ. Sacrament of sick-restoring us back to God. Eucharist as a memorial </td> </tr> </tbody> </table>	Christian values	hymns	Symbols and sacraments	Prayer Penance Service Joy Hope Faith Preparing Waiting Example of Mary The Messiah The chosen one Parousia	Shine Jesus Shine Christ be our light The servant kings O come O come Emanuel	Reconciliation – part of advent preparations. Advent Wreath Baptismal candle-light of Christ. Sacrament of sick-restoring us back to God. Eucharist as a memorial
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Hope,
My questions at the start of the topic:



Me	Success criteria	Teacher
	I can describe, show understanding and make links between scripture, other religious sources, feelings experiences and the belief in the coming of Jesus at Christmas AT1 (i)	
	I can show an understanding of a liturgy around the Advent Wreath. AT1 (ii)	
	I am able to show how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others. AT1 (iii)	
	I can show how my own and other's decisions to prepare through love and service to others is informed by the belief that Christ will come. AT2(i)	
	I can engage with and respond to questions about the coming of Christ using religious teaching AT2 ii	
What I did well		
Target - what I want to improve		

What have I learnt?



“For unto us
a child is
born...

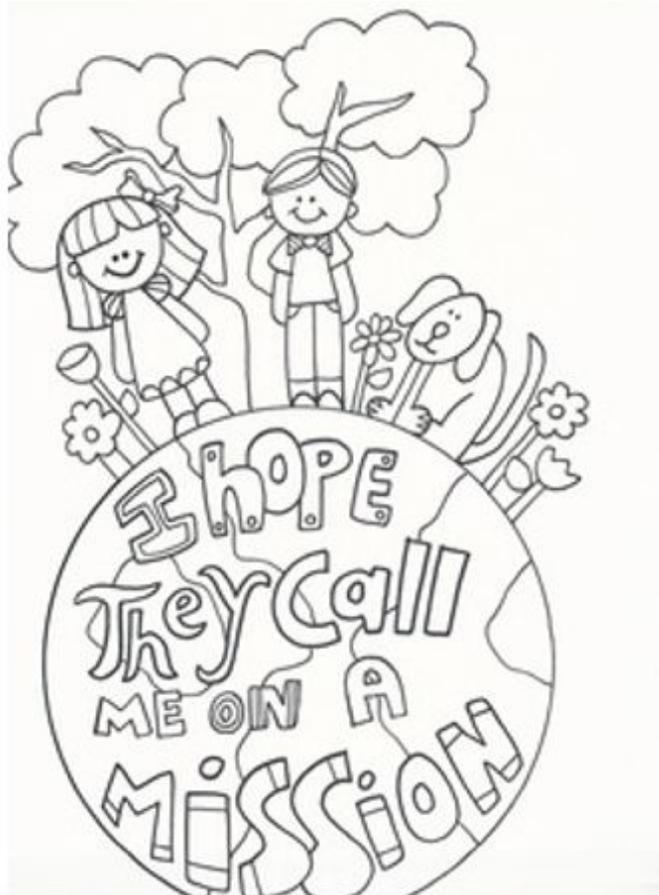
Isaiah
9:6 KJV

Big Questions	Expectations	Greater Depth
	<p>Reflect on the importance of Advent. How do we show our love for others as we wait in 'joyful hope'?</p> <p>Reflect on the names given to the Messiah by Isaiah. Which one do you think is best? Give reasons.</p> <p>Reflect upon the words of the memorial acclamation. What is the most important line to you and why?</p> <p>What does it mean to live in hope?</p>	<p>Isaiah 40 9-11 "Then the glory of the Lord will be revealed and all people will see it." Reflect on these words, what do they mean to you?</p> <p>Isaiah 60 1-5 "Arise, shine, for your light has come." Reflect on your own experience of darkness and light. Why is Jesus shown as light?</p> <p>George said "if you live in hope, you will be happy" Do you agree or disagree? Give reasons.</p>



<p align="center">Standards Indicator</p> <p>Learning about religion Beliefs, teaching & sources</p> <p>Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning & purpose</p>	<p>Scripture Luke 4: 14-22 Isaiah 61: 1-2, 10-11 Luke 8: 1-3 John 17: 11-12, 20-23 I Corinthians 12: 12-17, 21, 27</p>	<p align="center">Vocabulary</p> <p align="center">Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired</p>	<p>I can talk about...</p> <ul style="list-style-type: none"> ○ What inspires people in their mission. ○ The joys and demands of engaging in a mission. ○ The reasons why people want to help others. <p>Key knowledge ...</p> <ul style="list-style-type: none"> ○ I know what a diocese is and its mission. ○ I know about the role of the bishops as successors of the apostles in continuing Jesus' mission. ○ I know how people carry out Jesus' mission today. ○ I know Jesus started his mission reading from Isaiah. ○ I know the apostles share Jesus' mission. ○ I know about other Christian communities. ○ I know Christian unity is called ecumenism and what unites or separates Christian community 		
<p align="center">Learning outcomes using driver words</p> <p>I will be able to reason and make links about:</p> <p>Explore The inspirational mission of others</p> <p>Reveal how the dioceses continue the work and mission of Jesus including ecumenism</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>	<p align="center"> </p> <p align="center">Greater Depth</p> <p>I can describe and begin to show understanding of how dioceses and different Christian communities continue to carry out the work and mission of Jesus.</p> <p>I can show understanding of why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.</p> <p>I can engage and respond to questions of how religious teaching affects life and work within a community and diocese.</p>		<p>Christian Values</p> <p>Service Poor Witness and mission Vocation Unity Care Sharing Forgiveness Empathy Inclusion</p>	<p>Hymns</p> <p>God's spirit is in our hearts Follow me A new commandment</p>	<p>Sacraments and symbols</p> <p>Confirmation – the anointing with the oil of chrism, where the bishop says “be sealed with the Holy Spirit” Baptism Eucharist Reconciliation</p>

Mission, my questions before the topic:



Me	Success criteria	Teacher
	I can make links between how Jesus undertook his mission to share the good news and how each diocese continues that mission and work today. AT1 (i)	
	I can give reasons why people carry out Jesus' mission in different ways through what they do and through what they say. AT1 (iii)	
	I can make links to show how inspirational leaders affect their behaviour and that of others. AT2 (i)	
	I can compare my own and other peoples' ideas about questions about what inspires people in their mission and understand that some are difficult to answer. AT2 (ii)	
What I did well		
Target - what I want to improve		

What have I learnt?

After ^{all} that has
BEEN SAID, THE
'GREATEST' AND MOST
IMPORTANT DUTY
IS TO PREACH THE
GOSPEL

Doodles Art Alley ©

Big questions	Expected	Greater Depth
	<p>"We all have a mission in life to follow Jesus."</p> <p>Do you agree or disagree? Give reasons.</p> <p>What could you do to help the poor?</p> <p>Do you think the disciples encountered difficulty sharing Jesus' mission? Make links to scripture. Give reasons.</p> <p>'Unity is an important part of our mission' Do you agree? Give reasons.</p>	<p>Isiah 6 1 :1-2, 10-11</p> <p>Make links to our mission as Christians and the words of Isiah. What do you think your mission is?</p> <p>How does Jesus call all his Christians to be special friends and help him in his mission today? How are you called?</p> <p>'We are stronger together than apart.' Do you agree or disagree? Make links to scripture.</p>



Standards Indicator	Scripture	Vocabulary	I can talk about...								
<p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p>	<p>Exodus 13: 3</p> <p>Luke 22: 14-20</p>	<p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration, adoration, genuflect, acclamation</p>	<p>I can talk about...</p> <ul style="list-style-type: none"> ○ Why do some things evoke memories? ○ Why are memories important ○ How is it possible to keep important memories alive? <p>Key knowledge ...</p> <ul style="list-style-type: none"> ○ I know what remembering the Passover means to Jewish people. ○ I know about the Last Supper, when Jesus gives his disciples his body and blood in the form of bread and wine as his memorial. ○ I know the Eucharist is a memorial of Jesus' sacrifice. ○ I know the Last Supper is called to mind and made present and real for Catholics in the Eucharist. ○ I know some understanding of the words of used in consecration. ○ I know the Eucharist is a sacrifice. ○ I know about the proclamation of the mystery of faith. ○ I know the Eucharistic prayer II which remembers and thanks Jesus. ○ I know about how some make sacrifices in daily life. ○ I know about John (Jean) Vanier. <table border="1" data-bbox="1145 627 1727 775"> <thead> <tr> <th data-bbox="1145 627 1342 677">Christian values</th> <th data-bbox="1342 627 1532 677">Hymns</th> <th data-bbox="1532 627 1727 677">Sacraments and symbols</th> </tr> </thead> <tbody> <tr> <td data-bbox="1145 677 1342 775">Love Commemoration</td> <td data-bbox="1342 677 1532 775">Take our bread This is my body Let us break bread together</td> <td data-bbox="1532 677 1727 775">Eucharist</td> </tr> </tbody> </table>			Christian values	Hymns	Sacraments and symbols	Love Commemoration	Take our bread This is my body Let us break bread together	Eucharist
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<p>Learning outcomes using driver words</p> <p>I will be able to give reasons and make links about:</p> <p>Explore How memories are kept alive</p> <p>Reveal The Eucharist keeping the memory of Jesus' sacrifice alive and present in a special way</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>		<div data-bbox="627 360 1091 562" style="text-align: center;"> <p>Why do we need memories?</p> </div> <p>Greater Depth</p> <p>I can describe and show understanding of scripture, (Exodus 13: 3 / Luke 22: 14-20) beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.</p> <p>I can show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians.</p> <p>I can begin to engage with and respond to questions of life choices in the light of religious teaching about sacrifice</p>									

Memorial Sacrifice, my questions before the topic:



Me	Success criteria	Teacher
	I can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of the Eucharist, making links between them AT1 (i)	
	I can use religious terms to show an understanding of the Eucharist, a memorial. AT1 (ii)	
	I can show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians AT1 (iii)	
	I can show how my own and other's belief in the Eucharist helps to keep the memory of Jesus' sacrifice alive through decisions and actions. AT2 (i)	
	I can engage with and respond to questions of life choices in the light of religious teaching about sacrifice. AT2 (ii)	
What I did well		
Target - what I want to improve		

What have I learnt?



Big Questions	Expected	Greater Depth
	<p>What memories are important to you?</p> <p>How do we keep memories alive?</p> <p>What does it mean to be 'gathered into one by the Holy Spirit? How do we experience this in our daily lives?</p>	<p>Mrs Hughes said "memories aren't important"</p> <p>Do you agree/disagree give reasons?</p> <p>Can you link the last supper to daily life today?</p> <p>Reflect on these words, how do they make you feel?</p> <p>There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; Ephesians 4: 4</p>



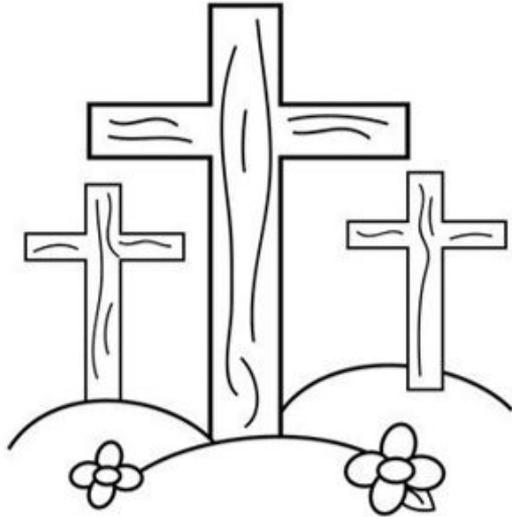
Standards Indicator	Scripture	Vocabulary	I can talk about...						
<p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p> <p>Learning outcomes using driver words</p> <p>I will be able to give reasons and make links about :</p> <p>Explore Giving or refusing to give and appreciating the cost of giving</p> <p>Reveal Lent, a season of time in preparation for the celebration of the sacrifice of Jesus</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>	<p>Scripture</p> <p>Matthew 26: 14-16, 25, 38-48, 47-50</p> <p>Matthew 28: 1-10</p> <p>Mark 14: 10-11, 32-36, 43-46</p> <p>Mark 15: 1-15, 21-41</p> <p>Luke 4: 1-12</p> <p>Luke 22:39-46</p> <p>Luke 23: 26-43</p> <p>John13: 34-35, John 20: 1-10</p> <div data-bbox="658 390 1136 612" style="text-align: center;"> <p>Why do we need to make sacrifices?</p> </div> <p>Greater Depth</p> <p>I can use religious terms to show an understanding of the different liturgies of Holy Week and the Easter Vigil.</p> <p>I can show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.</p> <p>I can engage with and respond to questions about sacrifice in the light of religious teaching.</p>	<p>Vocabulary</p> <p>giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection</p>	<p>I can talk about...</p> <ul style="list-style-type: none"> ● How people decide whether or not to give. ● How those decisions are informed by beliefs and values. ● What the costs or rewards of giving can be <p>Key knowledge ...</p> <ul style="list-style-type: none"> ● I know how Jesus was tempted in the desert. ● I know that Lent is a season of giving to prepare for the Easter. ● I know how Jesus was betrayed by Judas. ● I know the commandment Jesus gave his friends before his death. ● I know Jesus suffered His agony in the Garden of Gethsemane. ● I know the Sorrowful Mysteries of the Rosary. ● I know some of the Stations of the Cross. ● I know how we celebrate Christ's death and Resurrection in the liturgies of Maundy Thursday, Good Friday and the Easter Vigil. <table border="1" data-bbox="1238 650 1715 860"> <thead> <tr> <th>Christian values</th> <th>hymns</th> <th>Symbols and sacraments</th> </tr> </thead> <tbody> <tr> <td>Sacrifice Holy week</td> <td>Where you there when thy crucified my lord?</td> <td>Eucharist Resurrection Crucifix</td> </tr> </tbody> </table>	Christian values	hymns	Symbols and sacraments	Sacrifice Holy week	Where you there when thy crucified my lord?	Eucharist Resurrection Crucifix
Christian values	hymns	Symbols and sacraments							
Sacrifice Holy week	Where you there when thy crucified my lord?	Eucharist Resurrection Crucifix							

Sacrifice, my questions before the topic:



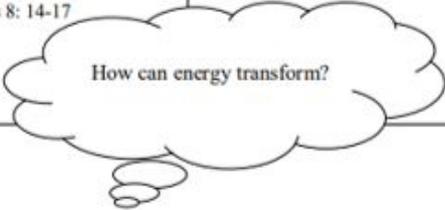
Me	Success criteria	Teacher
	I can describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them AT1 (i)	
	I can use different words and actions to show an understanding of the different liturgies of Holy Week and the Easter vigil. AT1 (ii)	
	I am able to show how belief in the sacrifice Jesus made, and the belief in the resurrection shapes lives. AT1 (iii)	
	I can show how my own and other's decisions about giving and refusing to give are informed by beliefs and values. AT2(i)	
	I can engage with and respond to questions about sacrifice in light of what I have learned AT2 (ii)	
What I did well		
Target - what I want to improve-		

What have I learnt?

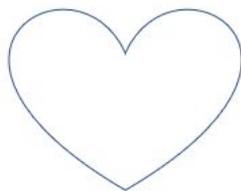


Big Questions	Expected	Greater Depth
	<p>Why are memories important? How do we keep memories alive? What memories are important to you?</p> <p>Why do we need to make a sacrifice particularly during lent?</p>	<p>“To follow Jesus means to share his merciful love for every human being.” Pope Francis How can we show god that we follow Jesus make references to scripture?</p> <p>How do we link the Last Supper to daily life?</p>



<p style="text-align: center;">Standards Indicator</p> <p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p>	<p>Scripture</p> <p>Galatians : 5: 16-17, 22-23</p> <p>Luke 24: 13-35</p> <p>Acts 2: 32-39, 41-42</p> <p>Acts 22: 6-16</p> <p>Romans 8: 14-17</p>	<p style="text-align: center;">Vocabulary</p> <p>Transformation, transform , energy, wind, fire Holy Spirit, change, gift, Fruits of the Spirit</p>	<p>I can talk about...</p> <ul style="list-style-type: none"> ● The transforming power of energy. ● Transforming my energy for the good of others. ● Using the energy from the earth's resources in a fair and sustainable way. <p>Key knowledge ...</p> <ul style="list-style-type: none"> ● I know Pentecost is the celebration of the Spirit's transforming power, after Easter . ● I know about Jesus meeting the 2 men on the road to Emmaus in Luke 24 v 13-53. ● I know the gift of the Holy Spirit is for everyone. ● I know how Saul was transformed by the Holy Spirit, Acts 22: 6-16 ● I know about St Paul writing a letter to the Romans, Romans 8: 14-17. ● I know all the 'Fruits of the Spirit', Galatians : 5: 16-17, 22-23 . ● I know how the power of the Holy Spirit helps Christians today .
<p style="text-align: center;">Learning outcomes using driver words</p> <p>I will be able to give reasons and make links about :</p> <p>Explore Transforming energy</p> <p>Reveal Pentecost, being the celebration of the Spirit's transforming power , the season after Easter.</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>	<div style="text-align: center;">  <p>Greater Depth</p> <p>I can begin to show understanding of how my own and others' decisions about the use of transforming energy are informed by belief and values.</p> <p>I can describe and show understanding of religious sources Acts 22: 6-16, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.</p> <p>I can show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.</p> </div>		

My questions at the start of the topic:



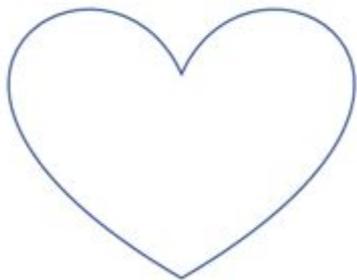
Transformation (Year 5)

Me	Success criteria	Teacher
	I can make links between scripture and God's gift of the Holy Spirit and forgiveness AT1 (i)	
	I can use religious words and phrases to give reasons for religious actions and symbols linked with Pentecost AT1 (ii)	
	I can give reasons for the actions of Cleopas on the road to Emmaus AT1 (iii)	
	I can make links to show how feelings and beliefs about the use of transforming energy affects my behaviour and that of others AT2 (i)	
	I can compare my own and other peoples' ideas about questions about questions that are difficult to answer about transforming energy and its uses AT2 (ii)	

Transformation (Year 5)

	I can describe and show understanding of religious sources, beliefs, ideas, feelings, and experiences linked to the conversion of Paul, making links between them AT1 (i)	
	I can show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians AT1 (iii)	
	I can show how my own and others' decisions are guided by the belief in the power of the Holy Spirit AT2 (i)	
	I can engage with and respond to questions about how the belief in the power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life AT2 (ii)	
What I did well		
Target - what I want to improve		

What have I learnt?



Expected	Greater Depth
<p data-bbox="494 139 1136 244">Give examples how my own and others' decisions are guided by the belief in the power of the Holy Spirit?</p> <p data-bbox="494 372 1170 437">Have you ever had to make a hard decision? How do you know the Holy spirit was with you?</p>	<p data-bbox="1195 99 1843 204">My decisions effect my beliefs. If I make a wrong decision, I am a bad Christian. Do you agree or disagree? Make links to the bible.</p> <p data-bbox="1195 255 1875 399">Do you think Saul should be forgiven even though he persecuted Christians? Explain your answer? Give examples from the bible of other people who have been forgiven.</p> <p data-bbox="1195 489 1843 670">The fruits of the holy spirit have been given to us- can you think of examples from the bible where Jesus has shown he has the gifts of the holy spirit? Can you think of any examples where you have shown you have the gifts of the holy spirit?</p>



Standards Indicator

Learning about religion

Beliefs, teaching & sources

Learning from religion

Engagement with own & others' beliefs & values

Engagement with questions of meaning & purpose

Learning outcomes using driver words

I will be able to give reasons and make links about:

Explore Freedom involving responsibility

Reveal God's rules for living freely and responsibly as seen through the Commandments

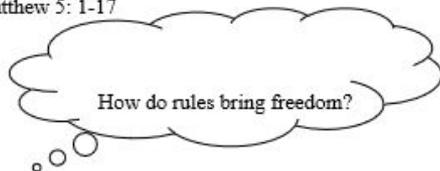
Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration

Scripture

Exodus 20: 1-17,
Deuteronomy 6: 4-9
Isaiah 58: 3-8
Amos 5: 14-15
Mark 12: 28-31
Matthew 5: 1-17

Vocabulary

freedom, responsibility,
Beatitudes, Commandments



Greater Depth

I can show how my own and others' decisions about freedom and responsibility are informed by beliefs and values.

I can describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite, we can be reconciled with God and with others.

I can show understanding of how religious belief in the freedom and responsibility of living by God's law shapes our lives.

I can talk about...

- How rules can bring freedom.
- How people know the boundaries that their personal freedom gives them.
- How freedom and responsibility are linked.
- How people's perception of what their freedom allows may conflict with the expectation of others.
- Whether it is necessary for people to have religious beliefs to live their lives well; noting where might problems arise.

Key knowledge ...

- I know why Moses asked for God's help in giving the Israelites rules to live by, the Ten Commandments, Exodus 20: 1-17.
- I know how the Ten Commandments improved the lives of the Jewish people and how important they are for Christians today.
- I know how the Beatitudes show us a positive way of life, Matthew 5: 1-17.
- I know about Jesus' teaching on the Greatest Commandments, love of God and others, Mark 12: 28-31
- I know about the importance of the Sacrament of Reconciliation in mending our relationships with God and others.

Christian values	hymns	Symbols and sacraments
Compassion Love Faith Prayer Mercy Forgiveness	Lay your hands Spirit of the living God Blessed are my people Be not afraid Father I have sinned God of mercy (Bernadette Farrell)	Eucharist – Lord I am not worthy Reconciliation Eucharist – Penitential rite 'Lord I am not worthy'
Happiness Service Charity Generosity Self-Giving Trust		

Freedom & responsibility, my questions
before the topic:



Freedom & Responsibility (Year 5)

Me	Success criteria	Teacher
	I can make links between the stories of the Ten Commandments, the Beatitudes and belief in God's rules for living freely and the responsibility this brings AT1 (i)	
	I can give reasons for the actions and symbols connected to the Sacrament of Reconciliation AT1 (ii)	
	I can give reasons why believers choose to live by God's laws AT1 (iii)	
	I can make links to show how feelings and beliefs in the laws God has given us affect my behaviour and that of others AT2 (i)	
	I can compare my own and other peoples' ideas about questions concerning the use of freedom and responsibility and know that some of these are difficult to answer AT2 (ii)	

	I can describe and show understanding of religious sources, beliefs, ideas, feelings, and experiences of living according to God given laws AT1 (i)	
	I can use religious terms to show an understanding of the Sacrament of Reconciliation AT1 (ii)	

	I can show understanding of how belief in the freedom and responsibility of living by God's law shapes our lives AT1 (iii)	
	I can show how my own and others' decisions about freedom and responsibility are informed by beliefs and values AT2 (i)	
	I can engage with and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws AT2 (ii)	
What I did well		
Target - what I want to improve		

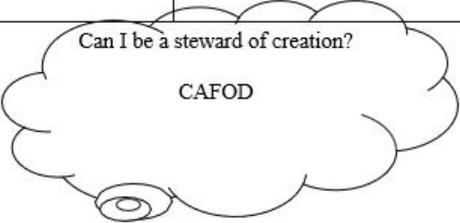
What have I learnt?



Expected

How do rules bring us freedom?



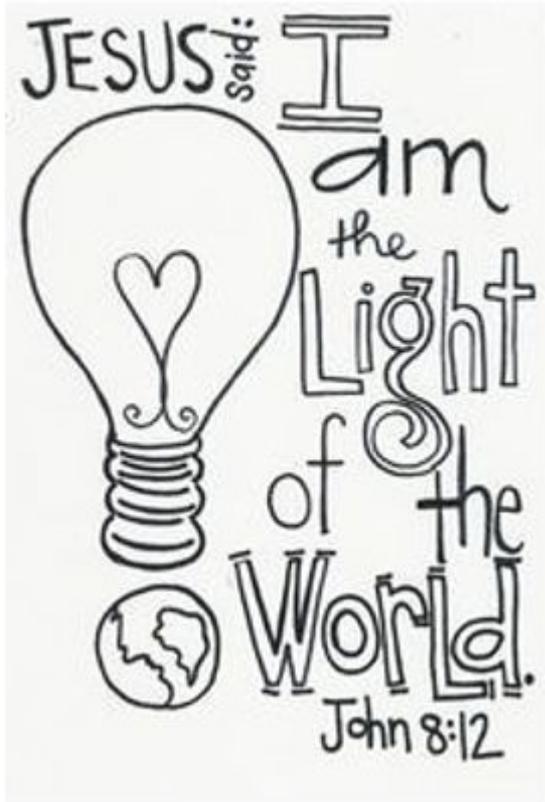
Standards Indicator	Scripture	Vocabulary	I can talk about...		
<p>Learning about religion</p> <p>Beliefs, teaching & sources</p> <p>Learning from religion</p> <p>Engagement with own & others' beliefs & values</p> <p>Engagement with questions of meaning & purpose</p>	<p>Genesis 1: 1-31</p> <p>Leviticus 19: 9-10</p> <p>Psalms 104</p> <p>Isaiah 1: 17</p> <p>Luke 12: 32-34</p>	<p>care, world, Earth, sustainable, stewards, stewardship sustainable, creation, creator, created, stewardship, climate, preserve, ecology, integrity, harmony</p>	<p>Key knowledge ...</p> <ul style="list-style-type: none"> ● I know about God as Creator, using Genesis as a reference. ● I know that people are made in the image and likeness of God. ● I know how and why Christians can be good stewards. ● I know that Christians have a responsibility to take care of and to be a steward of the earth and why. ● I know ways of being stewards of God's creation. ● I know why ecology is important. ● I know what climate change is and why it happens. ● I know about CAFOD's role in stewardship. 		
<p>Learning outcomes using driver words</p> <p>I will be able to give reason and make links about:</p> <p>Explore how we care for the earth</p> <p>Reveal How the Church is called to stewardship of Creation.</p> <p>Respond – I will be able to share my knowledge and understanding of this topic in the class respond celebration</p>	<div style="text-align: center;">  <p>Can I be a steward of creation?</p> <p>CAFOD</p> </div> <p>Greater Depth</p> <p>I can show how my own and others' decisions about how they care for the earth are informed by beliefs and values.</p> <p>I can describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them.</p> <p>I can show understanding of how religious belief shapes life in relation to stewardship of creation.</p>		<p>Christian values</p> <p>Beliefs and Values</p> <p>Dignity of all life</p> <p>Common good</p> <p>Equality</p> <p>Justice</p> <p>Christian duty to care/help those in need</p> <p>Christian unity</p> <p>Called to spread Gospel message</p> <p>Created in God's Image</p>	<p>Hymns</p> <p>Come Back to Me</p> <p>O God You Call for Justice</p>	<p>Sacraments and symbols</p> <p>Baptism (through our Baptism, we are called to share Christ's vocation)</p> <p>Eucharist – communion/unity</p>

Stewardship, my questions before the topic:



Me	Success criteria	Teacher
	I can make links between scripture and the belief of caring for Creation AT1	
	I can give reasons why Christians are concerned about the stewardship of creation AT1 (iii)	
	I can make links to show how feelings and beliefs about care for the earth affects my own behaviour and that of others AT2 (i)	
	I can compare my own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth AT2 (ii)	
	I can describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them AT1	
	I can show understanding of how religious belief shapes life in relation to stewardship of creation AT1 (iii)	
	I can show how my own and other's decisions about how to care for the earth are informed by beliefs and values AT2	
	I can engage with and respond to questions about care of Creation in the light of religious teaching AT2 (ii)	
What I did well		
Target - what I want to improve		

What have I learnt?



Expected:

*In Pope Francis' letter to us all, he asks us to look after our common home.
What can you do to help look after our common home?*