

St Joseph's Catholic Primary School

Religious Education:

Curriculum Map and Progression

Whole school



Religious Education Yearly Overview

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|---------------|--|---|--|--|---|---|
| EYFS | Myself God knows and loves each one. Other Faiths – one week on a three year rolling programme. | Judaism Hanukah | Celebrating People celebrate in church | Growing Looking forward to Easter | Good News Passing on the Good News of Jesus | Our World God's wonderful world |
| | Welcome Baptism: a welcome to God's family | Birthday Looking forward to Jesus' birthday | Gathering Parish family gathers to celebrate the Eucharist | | Friends Friends of Jesus | |
| Year 1 | Families God's love and care for every family Other Faiths – one week on a three year rolling programme. | Judaism Abraham and Moses | Special People People in the Parish family | Change Lent: A time for change | Holidays and Holydays Pentecost: Feast of the Holy Spirit | Neighbours Neighbours share God's world |
| | Belonging Baptism: an invitation to God's family | Waiting Advent: a time to look forward to Christmas | Meals Mass, Jesus' special meal | | Being Sorry God helps us to choose well | |
| Year 2 | Beginnings God is present in every beginning Other Faiths – one week on a three year rolling programme. | Judaism Shabbat | Books Books used in church | Opportunities Lent: An opportunity to start anew | Spread the Word Pentecost: A time to spread the Good News | Treasures God's treasure, the world |
| | Signs and symbols Signs and symbols in Baptism | Preparations Advent: Preparing to celebrate Christmas | Thanksgiving Mass, a special time to thank God | | Rules Reasons for rules in the Christian family | |

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| Year 3 | Homes God's vision for every family Other Faiths – one week on a three year rolling programme. | Judaism Synagogue | Journeys Christian family's journey with Christ | Giving all Lent: remembering Jesus' total giving | Energy Gifts of the Holy Spirit | Special Places Holy places for Jesus and the Christian community |
| | Promises Promises made in Baptism | Visitors Waiting for the coming of Jesus | Listening and Sharing Jesus gives himself to us | | Choices Importance of examination of conscience | |
| Year 4 | People The family of God in Scripture Other Faiths – one week on a three year rolling programme. | Judaism Torah | Community Life in the local Christian community and ministries in the Parish | Self- Discipline Celebrating growth to new life | New Life To hear and live the Easter message | God's People Different Saints show people what God is like |
| | Called Confirmation: a call to witness | Gift God's gift of love and friendship in Jesus | Giving and Receiving Living in communion | | Building Bridges Admitting wrong, being reconciled with God and each other | |
| Year 5 | Ourselves Created in the image and likeness of God Other Faiths – one week on a three year rolling programme. | Judaism Passover | Mission Continuing Jesus' mission in the diocese | Sacrifice Lent: A time of aligning with the sacrifice made by Jesus | Transformation Celebration of the Spirit's transforming power | Stewardship The church is called to the stewardship of creation |
| | Life Choices Marriage, commitment and service | Hope Advent: Waiting in the joyful hope for Jesus, the promised one | Memorial Sacrifice Eucharist as a living memorial of Christ's sacrifice | | Freedom and Responsibility Commandments enable Christians to be free and responsible | |
| Year 6 | Loving God who never stops loving Other Faiths – one week on a three year rolling programme. | Judaism Rosh Hashanah, Yom Kippur | Sources The bible, the special book for the church | Death and New Life Celebrating Jesus' death and resurrection | Witness The Holy spirit enables people to become witnesses | Common Good Work of the worldwide Christian family |
| | Vocation and commitment Vocation of the priesthood and religious life | Expectations Jesus born to show God to the world | Unity Eucharist enabling people to live in communion | | Healing Sacrament of the Sick | |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------|---|--|---|---|--|---|---|
| DOMESTIC CHURCH - FAMILY | Some children will be able to talk about their own feelings, experiences of being known and called by name. | Some children will be able to talk about their experience and feelings about the roles of people within families. Some children will be able to say what they wonder about the care given to people within families. Some children will be able to ask and respond to questions about the difference between families. | Some children will be able to talk about their experience and feelings about new beginnings. Some children will be able to say what they wonder about the excitement and surprise that a new start can bring. Some children will be able to ask and respond to questions about their own and others' experiences about new beginnings. Some children will be able to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer. | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about homes. Some children will be able to ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Some children will be able to make links to show how feelings and beliefs affect how they, their behaviour and that of others in relation to the give and take of living in a family. Some children will be able to compare their own and other people's ideas about the difficult question of what make a house a home | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. Some children will be able to ask questions about what they and others wonder about family trees. Some children will be able to compare their own and others' ideas about the questions that family trees raise and are difficult to answer. | Some children will be able to make links between their beliefs about talents and qualities and how they use them and how it affects others. Some children will be able to compare their own and other people's ideas about questions of talents and qualities. Some children will begin to show understanding of how beliefs and values affect our love and care of each other. | Some children will be able to make links between their beliefs about love, their behaviour and how it affects others. Some children will be able to compare their own and other people's ideas about questions of unconditional love. Some children will be able to show understanding of how beliefs and values affect our love and care of each other |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|--|---|--|
| BAPTISM & CONFIRMATION - BELONGING | Some children will begin to talk about their own experiences and feelings of being welcomed. Some children will begin to say what they wonder about how they can make others feel welcome. | Some children will be able to talk about their experience and feelings about belonging to different groups. Some children will be able to say what they wonder about belonging and what that means. Some children will be able to ask and respond to questions about their own and others experiences of belonging to different groups. | Some children will be able to talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them. Some children will be able to say what they wonder about the meaning and importance of some symbols in their life. Some children will be able to ask and respond to questions about the reasons for the importance of certain symbols in their life. Some children will be able to ask questions about what they and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer. | Some children will be able to ask and respond to questions about promises. Some children will be able to ask questions about what they and others wonder about why people make promises. Some children will be able to make links between their actions and the promises made. | Some children will be able to ask and respond to questions about being chosen. Some children will be able to ask questions about what they and others wonder about the reason for responses to being chosen. Some children will be able to make links to show how feelings and beliefs can affect the responses they might make to being chosen. | Some children will be able to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour in relationships. Some children will begin to compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer. Some children will begin to engage with and respond to questions of life, particularly in relationships. | Some children will be able to make links to show how feelings and beliefs affect behaviour in relation to commitment. Some children will be able to compare their own and other people's ideas concerning the questions raised about what it means to be committed. Some children will be able to compare their own and other people's ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer. Some children will be able to show how their own and others' commitment to service and care of others are influenced by beliefs and values. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|---|---|--|
| ADVENT & CHRISTMAS - LOVING | Some children will begin to talk about their own feelings as they wait for a birthday. Some children will begin to talk about their own experience of celebrating a birthday. Some children will begin to wonder at the joy of birthdays. | Some children will be able to talk about their experience and feelings about waiting. Some children will be able to say what they wonder about waiting. Some children will begin to ask and respond to questions about their own and others' experiences and feelings of waiting. Some children will begin to ask and respond to questions about what they and others wonder about and realise that some of these questions are difficult to answer. | Some children will be able to talk about their own experience and feelings of preparing for special occasions. Some children will be able to say what they wonder about the amount of time and care involved in preparing for Christmas. Some children will be able to ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation. Some children will be able to ask and respond to questions about they and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer. | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about visitors. Some children will be able to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer. Some children will be able make links to show how feelings and beliefs affect how they prepare for and receive visitors. | Some children will be able to ask and respond to questions about what is important in friendship. Some children will be able to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Some children will begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer | Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping. Some children will be able to compare their own and other people's ideas about questions concerning waiting and hoping and how these questions are difficult to answer. Some children will begin to show understanding of how their own and others' decisions about how they wait and hope are informed by beliefs and values. Some children will begin to engage with and respond to questions of waiting and hoping in the light of religious teaching. | Some children will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others. Some children will be able to compare their own and other peoples' ideas about questions about expectation that are difficult to answer. Some children will be able to show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values. Some children will be able to engage with and respond to questions about expectation in the light of religious teaching. |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------|--|--|---|--|--|--|---|
| LOCAL CHURCH - COMMUNITY | Some children will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to wonder about why people celebrate. Some children will begin to wonder about how they feel when they celebrate. | Some children will be able to talk about their experience and feelings about the special people they know or have heard about. Some children will be able to say what they wonder about the help special people give them. Some children will be able to ask and respond to questions about what makes a person special. | Some children will be able to talk about their experience and feelings about the different books that are used at home and school. Some children will be able to say what they wonder about the importance of books in their lives. Some children will be able to ask and respond to questions about their own and others' experience and feelings of the different books that are used at home and school. | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season. Some children will be able to ask questions about what they and others wonder about how we help one another on the journey through the year. Some children will be able to make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. Some children will be able to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used. | Some children will be able to ask and respond to questions about their own and others' experiences of being part of a community. Some children will be able to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs affect their commitment to community and that of others. | Some children will be able to make links to show how inspirational leaders affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer. Some children will be able to begin to show and understanding of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. | Some children will be able to compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. Some children will be able to show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read. |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|---|--|--|---|--|---|---|
| EUCHARIST-RELATING | Some children will begin to talk about the times they have gathered together with others. Some children will begin to talk about how they felt. Some children will begin to say what they wonder about the enjoyment of being together. | Some children will be able to talk about their experience and feelings about meals which are special to them. Some children will be able to say what they wonder about why people share special meals. Some children will be able to ask and respond to questions about meals which are special to them. | Some children will be able to talk about their experience of receiving and giving thanks. Some children will be able to say what they wonder about how others feel when they are thanked. Some children will be able to ask and respond to questions about how they and others feel when receiving and giving thanks. Some children will be able to show how feelings and beliefs affect their behaviour with regard to giving thanks. | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing. Some children will be able to ask questions about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer. Some children will begin to make links to show how feelings and beliefs affect their own and others' desire to listen and to share. Some children will begin to compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer. | Some children will be able to ask and respond to their own and others' experiences and feelings about giving and receiving. Some children will be able to ask questions about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions of giving and receiving that are difficult to answer. | Some children will be able to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs about memories affect their own behaviour and that of others. Some children will begin to show understanding of how their own and others' decisions about memories are informed by beliefs and values. | Some children will be able to make links between scripture and the Eucharist. Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite. Some children will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'. Some children will be able to show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. Some children will be able to use religious terms to show an understanding of different aspects of the Eucharist. Some children will be able to show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.. |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------------|---|--|---|---|---|---|---|
| LENT & EASTER - GIVING | Some children will begin to talk about their own experience of 'growing'. Some children will begin to talk about how they feel about 'growing'. Some children will begin to say what they wonder about growing, themselves and in nature. | Some children will be able to talk about their experience and feelings about changing and acquiring new skills. Some children will be able to say what they wonder about the ways in which change happens. Some children will begin to ask and respond to questions about their own and others' experience and feelings about how we can change. | Some children will be able to talk about their own experience and feelings of using opportunities for good. Some children will be able to say what they wonder about the good things that they see others doing. Some children will be able to ask and respond to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good. Some children will be able to ask questions about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer. | Some children will be able to ask and respond to questions of their own and others' experience and feelings of how people give themselves for others. Some children will be able to ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer. Some children will begin to make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves. | Some children will be able to ask and respond to questions about their own and others' experiences of being self-disciplined. Some children will be able to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer. Some children will be able to make links to show how feeling and beliefs affect their self-discipline and that of others. Some children will be able to compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer. | Some children will be able to make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Some children will be able to compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer. Some children will begin to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values. | Some children will be able to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions concerning loss and death which are difficult to answer. Some children will be able to show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values. |

RE Curriculum Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|--|--|---|--|---|--|--|
| PENTECOST - SERVING | Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings. | Some children will be able to talk about their experience and feelings about holidays. Some children will be able to wonder about what makes a holiday a happy time. Some children will be able to ask and respond to questions about the difference between ordinary days and holidays and why we have them | Some children will be able to talk about their own experience and feelings of both passing and receiving messages. Some children will be able to say what they wonder about the importance and responsibility of passing on messages in daily life. Some children will be able to ask and respond to questions about their own and others experiences and feelings of both passing and receiving messages. Some children will be able to ask questions about what they and others wonder about the importance and responsibility of passing on messages in daily life | Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Some children will be able to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. Some children will begin to compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire. | Some children will be able to ask and respond to questions about their own and others' experiences of good news bringing life. Some children will be able to ask questions about what they and others wonder about how good news brings life and happiness. Some children will be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. Some children will be able to compare their own and other people's ideas about how good news brings life. | Some children will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses. Some children will begin to show understanding of how their own and others' decisions about the use of transforming energy are informed by belief and values. | Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness. Some children will be able to show how their own and others' decisions about witnessing are informed by beliefs and values. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|--|--|--|
| RECONCILIATION - INTERRELATING | Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong. Some children will begin to wonder about what makes people friends. | Some children will be able to talk about their experiences and feelings about making choices. Some children will be able to say what they wonder about concerning making choices. Some children will be able to ask and respond to questions about the consequences that choices have on others and themselves. Some children will be able to ask and respond to questions about being sorry for the wrong choices they have made. Some children will be able to ask questions about how it can sometimes be difficult to forgive others. | Some children will be able to talk about their own experience and feelings about rules in their life. Some children will be able to say what they wonder about the importance of keeping rules for themselves and for others. Some children will be able to ask and respond to questions about their own and others' experiences and feelings of the importance of rules. | Some children will be able to ask and respond to questions about their own and others' experiences of making choices. Some children will be able to ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. Some children will begin to make links to show how feelings and beliefs affect their and others' decisions about choices and their consequences. Some children will begin to compare their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer. | Some children will be able to ask and respond to questions about what is important in friendship. Some children will be able to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Some children will begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer. | Some children will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer. Some children will begin to show how their own and others' decisions about freedom and responsibility are informed by beliefs and values. | Some children will be able to make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer. Some children will be able to show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------|---|--|--|---|---|---|--|
| UNIVERSAL CHURCH - WORLD | <p>CAFOD TOPIC • Some children will be able to talk about their own experiences of the world and that they love about our world. • Some children will be able to wonder about what makes people friends. • Some children will be able to say what fills them with wonder about the world.</p> | <p>CAFOD TOPIC • Children will be able to talk about their experience and feelings about neighbours. • Children will be able to say what they wonder about neighbours, both locally and globally. • Children will be able to ask and respond to questions about their own and others' experiences and feelings about neighbours.</p> | <p>CAFOD TOPIC • Children will be able to talk about their own experience and feelings about the treasures they see or have. • Children be able to say what they wonder about the treasures they see or have. • Children will be able to ask and respond to questions about their own and others' experiences of and feelings about what we treasure. • Children will be able to ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. • Children will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others.</p> | <p>CAFOD TOPIC • Children will be able to ask and respond to questions about their own and others' experiences of and feelings about special places. • Children will be able to ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. • Children will be able to make links to show how feelings and beliefs about special places affect their behaviour and that of others. • Children will be able to compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special.</p> | <p>CAFOD TOPIC • Children will be able to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. • Children will be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. • Children will be able to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples. • Children will be able to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. • Children will be able to show how their own and others' decisions about actions in life are informed by beliefs and values.</p> | <p>CAFOD TOPIC • Children will be able to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. • Children will be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. • Children will be able to show how their own and others' decisions about how they care for the earth are informed by beliefs and values.</p> | <p>CAFOD TOPIC • Children will be able to make links to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others. • Children will be able to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness. • Children will be able to show how their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values. • Children will be able to explain what beliefs and values inspire and influence them and others to act justly and fairly.</p> |