



# St Ursula's Catholic Primary School

## Religious Education National Curriculum Targets 2020-21

Nursery	National Curriculum targets
Autumn Term 1	<p><b>Myself:</b> <i>(30-50 months)</i></p> <p>Has a developing understanding that God loves each one of us always and at all times. Knows that they are special in their family. Joins in with prayers within own setting. Has experienced praying with others as a celebration. Has taken part in a liturgical celebration in own setting. Is beginning to show respect to peers and adults. Has a good relationship with peers and adults in own setting.</p> <p><b>Judaism (Other Faiths):</b></p> <p>To recognise that holidays are special times. To think about the food we share at special times. To recognise that Hannukah is a special time for Jewish people. To listen to the story of the oil lamp in the temple. To think about the special foods that Jewish people share during Hannukah. To recognise the Jewish belief that God cares for his people.</p>
Autumn Term 2	<p><b>Welcome:</b> <i>(30-50 months)</i></p> <p>Has a developing understanding that God loves each one of us always and at all times. Can make the Sign of the Cross. Knows that Church is God's house, a special place. Can talk about what we see at Baptism. Joins in with prayers and hymns within own setting. Has taken part in a liturgical celebration in own setting and has experienced praying with others as a celebration. Has a good relationship with peers and adults in own setting. Is beginning to talk about ways in which a Christian family share and celebrate life and show care for one another.</p>

	<p><b>Birthday:</b> <i>(30-50 months)</i>          Has some understanding that Jesus is the son of God.          Has listened to the story of Christmas and can respond to questions about it using images.          Has some understanding of Mary as the Mother of Jesus.          Joins in with prayers and hymns within own setting.          Has taken part in a liturgical celebration in own setting and has experienced praying with others as a celebration.          Is beginning to talk about ways in which a Christian family share and celebrate life and show care for one another.</p>
<p>Spring Term 1</p>	<p><b>Celebrating:</b> <i>(30-50 months)</i>          Has some understanding of Mary as the Mother of Jesus.          Knows that Church is God's house, a special place.          Can talk about a family celebration that they have experience of.          Joins in with prayers and hymns within own setting.          Has taken part in a liturgical celebration in own setting and has experienced praying with others as a celebration.          Is beginning to talk about ways in which a Christian family share and celebrate life and show care for one another.</p>
<p>Spring Term 2</p>	<p><b>Gathering:</b> <i>(30-50 months)</i>          Knows that Jesus tells us stories about God his Father to help us get to know him.          Knows that Church is a special place where God's people gather together to pray.          Can talk about different family celebrations.          Recognise prayers as talking to and listening to God.          Joins in with simple prayers and hymns.          Has taken part in a liturgical celebration in own setting and has experienced praying with others as a celebration.</p> <p><b>Growing:</b> <i>(30-50 months)</i>          Has listened to the story of Easter and can respond to questions about it using images.          Can make the Sign of the Cross and knows this is a way of praying.          Has some understanding of Mary as the Mother of Jesus.          Can recognise good things and the right choices.          Can talk about Jesus helping us to choose to do good.          Joins in with prayers and hymns within own setting.          Has taken part in a liturgical celebration in own setting and has experienced praying with others as a celebration.</p>

## Summer Term 1

### **Good News:** *(40 - 60 months)*

Knows that Jesus tells us story about God his Father to help us get to know him.  
Has listened to the story of Pentecost and can talk about it.  
Recognise prayers as talking to and listening to God.  
Confidently joins in with simple prayers and hymns.  
Has formed a good relationship with peers and adults in the school community.  
Can talk about ways in which a Christian family and a parish share and celebrate life, and show care for one another.

### **Friends:** *(40 - 60 months)*

Knows that God loves each one of us always and at all times.  
Know that Jesus tells us stories about God his Father to help us get to know him.  
Can talk about Jesus helping us to choose to do good.  
Recognise prayers as talking to and listening to God.  
Is respectful to peers and adults.  
Recognises the meaning of sorry and begin to see how we can make amends.  
Has formed a good relationship with peers and adults in the school community.

## Summer Term 2

### **Islam (Other Faiths):**

To look at the things we think are special objects and wonder about them.  
To consider that when we look around we can see lots of things which are precious to and we take care of in our world.  
To consider that some people we know don't believe in the same thing as us.  
To think about how the prayer mat is a special object for Muslims.

### **Our World:** *(40 - 60 months)*

Knows that God loves each one of us always and at all times.  
Can talk about Creation and God's wonderful world.  
Recognise prayers as talking to and listening to God.  
Confidently joins in with simple prayers and hymns.  
Is beginning to take responsibility for choices and actions.

Reception	National Curriculum targets
Autumn Term 1	<p><b>Myself:</b></p> <ul style="list-style-type: none"> <li>To recognise that their name is important to them and others</li> <li>To talk about how they feel when they are known and called by name.</li> <li>To wonder about why their name is important</li> <li>To recognise that God knows and loves each person by name.</li> <li>To be aware/know that God has called us by name.</li> <li>To be aware/know that prayer is talking and listening to God.</li> <li>To be aware/know that it is possible to pray at any time.</li> </ul> <p><b>Judaism (Other Faiths):</b></p> <ul style="list-style-type: none"> <li>To recognise that holidays are special times.</li> <li>To consider what my favourite day of the week is.</li> <li>To recognise that Hannukah is a special time for Jewish people.</li> <li>To listen to the story of the oil lamp in the temple.</li> <li>To recognise the importance of the lamp during Hannukah.</li> <li>To consider the significance of the ninth candle on the Hannukah lamp.</li> <li>To recognise the Jewish belief that God cares for his people.</li> </ul>
Autumn Term 2	<p><b>Welcome:</b></p> <ul style="list-style-type: none"> <li>To recognise some religious signs and symbols used in Baptism</li> <li>To use some religious words and phrases related to baptism</li> <li>To talk about their own experiences and feelings of being welcomed.</li> <li>To say what they wonder about how they can make others feel welcome.</li> <li>To recognise the Sign of the Cross and that they are baptised in the name of the Father and of the son and of the holy spirit.</li> <li>To recognise the simple sequence of the Baptismal rite.</li> <li>To recognise some symbols used in Baptism: water, font, Easter candle, white garment.</li> </ul> <p><b>Birthday:</b></p> <ul style="list-style-type: none"> <li>To talk about their own feelings and experiences as they wait for a birthday and celebrate a birthday.</li> <li>To wonder at the joy of birthdays.</li> <li>To recognise the nativity story and that the advent wreath, the crib and other signs indicate the approach of Christmas.</li> <li>To develop a vocabulary of religious words and phrases.</li> <li>To recognise what people do during Advent.</li> <li>To recognise that Advent is a time for getting ready for Christmas</li> </ul>

	<p>To recognise how we prepare for advent; advent calendar, advent wreath, cleaning and decorating the house.</p> <p>To recognise that advent is a special season of longing and waiting for Jesus' birth at Christmas.</p> <p>To recognise the key symbols of the nativity such as: The Crib, the shepherds, the Wise Men, and the Hail Mary.</p>
<p>Spring Term 1</p>	<p><b>Celebrating:</b></p> <p>To talk about their own experiences and feelings about celebrations they have been part of.</p> <p>To talk about how the celebration was shared and wonder about why people celebrate and how they feel when they celebrate.</p> <p>To listen to and talk about the story of Mary and Joseph taking Jesus to the Temple.</p> <p>To recognise some of the elements and words used in celebration and that the church/parish family celebrate in particular ways.</p> <p>To know that the Parish community gathers to celebrate such occasions as Baptism, Christmas, weddings.</p> <p>To talk about their own experiences of celebrations and their feelings before, during and after celebrating and be able to say what they wonder about celebrations.</p> <p>To share some of the things they have learned about celebrations.</p>
<p>Spring Term 2</p>	<p><b>Gathering:</b></p> <p>To talk about the times they have gathered with others, how they felt and their experience of visiting church and listening to God's Word.</p> <p>To listen to and talk about the story of Jesus with the children as a religious story.</p> <p>To recognise the phrase 'the lord be with you. And with your spirit',</p> <p>To recognise the lectern and lectionary and know who uses them.</p> <p>To recognise how, at Mass, people gather to share the stories of God's love.</p> <p>To say what they wonder about the enjoyment of being together.</p> <p>To know how to enter the church: the holy water font, the aisle, and the benches where the people gather.</p> <p>To recognise the parts of the Mass such as: the gathering, the welcome, listening to God's Word, and receiving Jesus in Holy Communion.</p> <p><b>Growing:</b></p> <p>To listen to and talk about the stories of Good Friday and Easter Sunday</p> <p>To recognise the Cross, the words of the sign of the cross, the Easter garden</p> <p>To show ways that Christians try to 'grow more like Jesus'.</p> <p>To know that Ash Wednesday marks the beginning of Lent.</p> <p>To know that Lent is a time to grow in love to be more like Jesus and to look forward to Easter Jesus died on Good Friday.</p> <p>To know that Jesus rose from the dead at Easter.</p> <p>To talk about their own experiences and feelings during Lent and Easter time.</p>

## Summer Term 1

### **Good News:**

- To recognise the Pentecost story as a religious story
- To use some religious words such as Pentecost, Good News, Alleluia, Easter and Holy Spirit.
- To recognise that Christians are happy at Pentecost and go to Church to celebrate the Good News.
- To know that Jesus rose from the dead at Easter.
- To know that 'Alleluia' is a word to praise God.
- To know that Jesus sends the Holy Spirit and that The Holy Spirit came at Pentecost.
- To talk about how they feel when they hear and share good news
- To say what they wonder about good news and what they wonder about Pentecost day and the Holy Spirit.

### **Friends:**

- To recognise that Christians show love for one another because Jesus asked them to do so
- To recognise Jesus' words 'love one another'.
- To know that they can talk to Jesus as friend.
- To know that God is kind, understanding, loving and gentle, always ready to forgive and never changes.
- To know that forgiving others is being like Jesus.
- To know how to pray the 'Our Father'.
- To talk about their experiences and feelings about what a friend is.
- To talk about making friends and when friendships go wrong.

## Summer Term 2

### **Islam (Other Faiths):**

- To consider some of their precious objects, something they treasure and would not want to lose.
- To consider that some people we know don't believe in the same thing as us/ have the same faith as us.
- To think about how the Qur'an is a precious object for Muslims.
- To consider how Muslim's treat the Qur'an because of how precious it is.

### **Our world:**

- To recognise the Creation Story
- To know that God created the world, and it was good.
- To know that everyone shares God's world.
- To recognise that we all share in taking care of the world.
- To recognise some words and phrases from the Psalms
- To recognise that people want to take care of the world and share with others because God said, "Take care of my world!"
- Talk about the things we can do to look after God's world
- To say what they wonder about the world and how we can all work together to care for the world
- To talk about their own experiences of the world and what they love about our world.

Year 1	National Curriculum targets
Autumn Term 1	<p><b>Families:</b></p> <ul style="list-style-type: none"> <li>To recognise that Jesus was part of a happy family and recognise that some psalms tells us about God’s love.</li> <li>To talk about my own experiences and feelings about the love and care shown to me in my family.</li> <li>To use some simple prayers and explain why we and others say them to thank God for the love and care given during the day.</li> <li>To recognise some stories from the Bible.</li> <li>To say what they wonder about how families show love and care for each other and how God loves us.</li> <li>To retell some of the psalms in their own words and draw/write about how Jesus grew up in a happy family.</li> </ul> <p><b>Judaism (Other Faiths):</b></p> <ul style="list-style-type: none"> <li>To consider how the stories of our family impact our lives today.</li> <li>To consider the importance of Abraham and the story of his family.</li> <li>To recognise that Moses lead the Jewish people to freedom.</li> <li>To consider how God helped the Jewish people follow Moses to freedom.</li> </ul>
Autumn Term 2	<p><b>Belonging:</b></p> <ul style="list-style-type: none"> <li>To recognise that the story of Jesus and the children is a religious story.</li> <li>To talk about their own experiences and feelings about belonging to different groups – dance club – class – family.</li> <li>To recognise and use some religious symbols, words and phrases used in Baptism.</li> <li>To say what they wonder about belonging and what that means.</li> <li>To describe how Baptism is an invitation to belong to God’s family and the Church family</li> </ul> <p><b>Waiting:</b></p> <ul style="list-style-type: none"> <li>To recognise the Christmas stories are religious stories</li> <li>To talk about their own experiences and feelings about waiting</li> <li>To recognise the Advent wreath, calendar, the colour purple and the crib as religious signs and use some religious words and phrases</li> <li>To say what they wonder about how people feel and act whilst waiting for something</li> <li>To describe how Christians, use the time of Advent to help them wait for the birth of Jesus at Christmas</li> </ul>
Spring Term 1	<p><b>Special people:</b></p> <ul style="list-style-type: none"> <li>To recognise some stories about Jesus.</li> </ul>

	<p>To recognise some signs, symbols and words linked to the Mass.</p> <p>To talk about their own experiences and feelings about special people they know and have met.</p> <p>To recognise many parts of stories about Jesus.</p> <p>To recognise many religious signs, symbols and words linked to the Mass.</p> <p>To recognise that people, because of their religion, gather to celebrate Mass.</p> <p>To say what they wonder about how special people help them – Mum / Dad / Priest/ Teacher.</p> <p>To reflect on what they have learned and how it made them feel.</p> <p>To use religious words and phrases to describe many parts of the Mass celebration and describe some of the ways people help with the preparation and celebration of Mass.</p>
<p>Spring Term 2</p>	<p><b>Meals:</b></p> <p>To begin to recognise the story of the Last Supper.</p> <p>To talk about their own experiences and feelings about meals which are special to them.</p> <p>To recognise many parts of the Last Supper story.</p> <p>To say what they wonder about why people share special meals.</p> <p>To retell accurately some parts of the Last Supper story.</p> <p>To identify and describe some religious signs, symbols and words linked to Communion at Mass.</p> <p><b>Change:</b></p> <p>To recognise the story of Palm Sunday, Good Friday and Easter Sunday.</p> <p>To talk about their own experiences and feelings about changing – is it good/bad/scary.</p> <p>To recognise many parts of the Palm Sunday, Good Friday and Easter Sunday stories Recognise some religious signs, symbols and words linked to Ash Wednesday, Lent and Easter Sunday.</p> <p>To ask and answer questions about how we can change as people – is it good to change our ways sometimes?</p> <p>To describe some religious signs, symbols and words linked to Ash Wednesday, Lent and Easter Sunday.</p>
<p>Summer Term 1</p>	<p><b>Holidays &amp; holydays:</b></p> <p>To recognise and begin to retell the story of Pentecost.</p> <p>To recognise some religious signs, symbols and words linked to the Holy Spirit.</p> <p>To talk about their own experiences and feelings about special people they know and have met.</p> <p>To say what they wonder about what makes a holiday a happy time.</p> <p>To recognise most and describe some ways in which the Holy Spirit helps and guides us.</p>

	<p><b>Being sorry:</b></p> <p>To recognise and retell the story of the call of Levi and the story of Zacchaeus.</p> <p>To recognise some ways in which they, and others can forgive and be sorry.</p> <p>To talk about their own experiences and feelings about making choices – what do they mean to me and others?</p> <p>To describe how the priest uses God’s power to forgive those who are sorry.</p> <p>To talk with their friends about how it can be sometimes difficult to forgive others</p>
<p>Summer Term 2</p>	<p><b>Islam (Other Faiths):</b></p> <p>To consider how every family has special stories and reflect on what the stories of their family are.</p> <p>To recognise that Muhammed is an important person to people of the Muslim faith.</p> <p>To listen to and understand some of the stories of Muhammed.</p> <p>To consider how these stories indicate that Muhammed was a holy man.</p> <p>To recognise that Muhammed preached a message of kindness.</p> <p><b>Neighbours:</b></p> <p>To recognise that we and our neighbours are loved by God.</p> <p>To recognise that as neighbours we should act fairly towards each other.</p> <p>To recognise some of the ways that people, because of their religion, can be good neighbours</p> <p>To say what they wonder about neighbours near them and in those in the wider world.</p> <p>To say what I wonder and think about being a good neighbour.</p> <p>To draw and write in order to describe ways of being a good global neighbour</p>

<p>Year 2</p>	<p>National Curriculum targets</p>
<p>Autumn Term 1</p>	<p><b>Beginnings:</b></p> <p>To recognise that the special story of Creation (Genesis) is a religious story.</p> <p>To talk about their own experiences and feelings about new beginnings.</p> <p>To recognise and use some religious words about different types of prayers.</p> <p>To recognise that people are kind and loving because God made them.</p> <p>To say what they wonder about the beauty of God’s creation and the excitement that a new start can bring.</p> <p>To retell the story of Creation and some of the psalms.</p> <p>To use religious words and phrases to describe the importance of prayer and prayer spaces.</p>

	<p><b>Judaism (Other Faiths):</b></p> <p>To consider that Shabbat is a special day for Jewish people.</p> <p>To recognise that the creation story indicates why Saturday is a special day in the Jewish faith.</p> <p>To consider the importance of the Shabbat blessings.</p> <p>To recognise the importance of the Challah linking it to Shabbat.</p> <p>To reflect on how Shabbat ends, and how Jewish people say goodbye to Shabbat.</p>
Autumn Term 2	<p><b>Signs &amp; Symbols:</b></p> <p>To recognise that some babies are taken to Church to be baptised.</p> <p>To talk about their own experiences and feelings about signs which help me in daily life.</p> <p>To recognise the signs and symbols used in Baptism.</p> <p>To use some religious words and phrases used in the sacrament.</p> <p>To talk about their own experiences and feelings about signs which help them in daily life and symbols which are important to them.</p> <p>To describe some ways in which Christians live as followers of the light of Christ.</p> <p><b>Preparations:</b></p> <p>To recognise that the special story of Jesus' birth is a religious story.</p> <p>To recognise that Christians prepare in a special way during Advent.</p> <p>To recognise some religious signs and symbols linked to Advent and the Nativity.</p> <p>To use some religious words and phrases connected with Advent, for example Advent wreath, calendar, crib.</p> <p>To talk about their own experiences and feelings of preparing for special occasions and the birth of Jesus at Christmas.</p> <p>To retell the stories of the Annunciation, the Visitation and the Nativity.</p>
Spring Term 1	<p><b>Books:</b></p> <p>To recognise that the Bible is a special book</p> <p>Recognise and retell some parts of different Bible stories.</p> <p>To recognise some of the ways in which people take part in the celebration of the Mass.</p> <p>To talk about some of my own and others' experiences of and feelings about different books used at church.</p> <p>To retell many bible stories with increasing accuracy.</p> <p>To use religious words and phrases to describe many of the actions and symbols related to proclaiming the Gospel</p> <p>To describe how the Gospels are used by the parish family and 'lived out'.</p> <p>To talk about their own experiences and feelings of the different books they use at home and school</p> <p>To use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel.</p>

## Spring Term 2

### **Thanksgiving:**

- To use religious words and phrases from the Mass to describe some of the ways Catholics give thanks to God.
- To talk about some of my own and others' experiences of and feelings about giving and receiving.
- To recognise some religious signs and symbols and use some religious words and phrases used in the Eucharist (Mass) and recognise that Catholics go to Mass to give thanks to God and remember what Jesus did.
- To talk about their own experiences and feelings of receiving and giving thanks
- To accurately retell the story of the Last Supper.
- To describe how Catholics, try to live what they have experienced at Mass in their daily lives

### **Opportunities:**

- To retell many parts of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.
- To recognise some religious signs, symbols and words linked to Ash Wednesday, Lent Holy Week and Easter Sunday and recognise that people use the opportunity of Lent to choose to do good.
- To talk about my own experiences and feelings of using opportunities for good and know why Jesus died for us
- To use religious words and phrases to describe the religious actions and symbols of Lent, Holy Week and Easter.
- To describe how Christians, use the time of Lent to find ways to help others giving many examples

## Summer Term 1

### **Spread the word:**

- To recognise the story of Jesus' Resurrection and the coming of the Holy Spirit.
- To recognise who the Holy Spirit is and who sent him to the disciples.
- To talk about their own experiences and feelings about the Good News.
- To recognise and name some religious signs, symbols and words linked to Pentecost.
- To describe many ways in which Christians spread the word of the Good News of Jesus in their lives.
- To ask and answer some questions about my own and others' experiences of and feelings about the Good News.
- To describe some of the ways in which the power of the Holy Spirit changed the disciples and us as Christians.

### **Rules:**

- Recognise that people say sorry and ask forgiveness because they are followers of Jesus.
- To say what they wonder about the importance of keeping rules for themselves and others.
- To describe how Christians try to practise Jesus' commandment of love, peace and reconciliation.
- To Describe many religious words and signs that Christians use to express sorrow and forgiveness.
- To ask questions about their own and others' experiences and feelings of the rules in the Christian family.
- To retell accurately the story of Peter asking Jesus about forgiveness.
- To make links between the story of Peter asking forgiveness and the Christian belief in forgiveness.

<p>Summer Term 2</p>	<p><b>Islam (Other Faiths):</b></p> <ul style="list-style-type: none"> <li>To consider how when we have special times in our lives.</li> <li>To consider how important quiet time can be, especially when we want to listen to someone we care about.</li> <li>To consider how Muslim's learn to pray when they are at home.</li> <li>To recognise that prayer is the most important time of day for Muslims.</li> <li>To consider how Muslim's prepare for prayer.</li> <li>To recognise the traditions in a Muslim home.</li> <li>To consider how children are considered a gift from God in Muslim tradition.</li> </ul>
	<p><b>Treasures:</b></p> <ul style="list-style-type: none"> <li>To retell some special stories about creation and the treasures of God's world.</li> <li>To describe many ways in which religion is lived out by believers in terms of treasuring God's world.</li> <li>To talk about what they wonder about the treasures of our world – can they name some of them?</li> <li>To make links between religious stories about Creation and treasuring our world and beliefs.</li> </ul>

<p>Year 3</p>	<p>National Curriculum targets</p>
<p>Autumn Term 1</p>	<p><b>Homes:</b></p> <ul style="list-style-type: none"> <li>To recognise some ways in which religion is lived out by believers.</li> <li>To describe some ways Christians, live as people chosen by God.</li> <li>To describe some religious actions and symbols linked to the Christian home.</li> <li>To give some reasons for the duty of parents towards their children and children towards parents.</li> <li>To say they wonder about in what makes a house a home.</li> <li>To say what they wonder about how God is always with us.</li> <li>To make links between the scripture studied and the belief that God can make a difference in everyday life: Paul's letters to the early Christian community teaching about God's vision for every family.</li> </ul> <p><b>Judaism (Other Faiths):</b></p> <ul style="list-style-type: none"> <li>To consider which places are special to us.</li> <li>To recognise that the synagogue is a special place for people of the Jewish faith.</li> <li>To recognise that where possible synagogues are built facing the direction of Jerusalem.</li> <li>To consider how men and women prepare to enter the synagogue.</li> <li>To recognise what can be found inside the synagogue.</li> <li>To consider that the synagogue is a community centre for people of the Jewish faith.</li> </ul>

## Autumn Term 2

### **Promises:**

To retell the story of the Baptism of Jesus.

To ask questions about what they and others wonder about why people make promises.

To describe of the actions and symbols used at Baptism and describe some ways in which Christians 'live out' their Baptismal promises.

To talk about their own experiences of and feelings about Baptism.

To make links between the story of the Baptism of Jesus and the promises we make at Baptism.

To give some reasons for the promises made at Baptism.

### **Visitors:**

To retell the stories of the events surrounding the birth of Jesus.

To ask and respond to questions about promises and ask questions about what they and others wonder about why people make promises – are they hard to keep?

To describe some of the words and symbols linked to Advent and describe how Christians use the time of Advent to reflect on and prepare for the coming of Jesus.

To talk about their own and others' experiences of and feelings about visitors and say what they wonder about the joys and demands of visitors.

To make links between the Scripture stories and Advent as a season of getting ready for the coming of Jesus.

To give reasons for some of the actions of Christians during Advent/Christmas.

## Spring Term 1

### **Journeys:**

To use religious words and phrases to describe the liturgical year.

To retell some of the stories of the Mysteries of the Rosary.

To describe many ways in which Christians behave and act at certain times of the year, giving some reasons.

To ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season.

To use developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used making links between some scripture and what Christians believe.

To compare their own and other people's ideas about difficult questions relating to how people deal with sad or difficult events on their journey.

## Spring Term 2

### **Listening & sharing:**

To identify ways that they can be a good listener of the word of God.

To describe most words and phrases to do with the celebration of the Eucharist, giving reasons for some.

To describe ways in which Christians share the Good News of Jesus.

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.

To give some reasons for some of the actions and words used during the celebration of the Eucharist i.e. listening to the Gospel – receiving the body and blood of Christ - God speaks to us through the scriptures.

### **Giving all:**

To describe some ways in which Christians use the time of Lent to give to others.

To ask and respond to questions about their own and others' experience and feelings of how people give themselves for others.

To retell some of the stories of Holy Week and the Resurrection and describe some of the religious actions and symbols of Lent and Holy Week.

To ask questions about the courageousness of giving and realise that some questions are difficult to answer

To make links between the Scripture stories about Holy Week and the Resurrection and what Christians believe about how they should act.

## Summer Term 1

### **Energy:**

To retell the story of the Ascension and the coming of the Holy Spirit at Pentecost.

To describe ways in which Christians live when they use the energy and gifts of the Holy Spirit, giving reasons.

To say what they and others wonder about the power of wind and fire and realise that some of these questions are difficult to answer.

To make links between the Pentecost story and Christian belief in the power of the Holy Spirit.

To describe many ways in which Christians live when they use the energy and gifts of the Holy Spirit.

### **Choices:**

To re-tell accurately the stories of the Two Sons and the Prodigal Son.

To use religious words and phrases to describe saying sorry and ask forgiveness and the Sacrament of Reconciliation.

To talk about their own and others' experiences of and feelings about making choices.

To say what they wonder about how choices are made and realise that some of these questions are difficult to answer.

To make links between the stories of the Two sons and the Prodigal Son and the belief in a loving and forgiving God.

To describe ways in which Christians make good choices and follow Jesus, and why, giving reasons.

<p>Summer Term 2</p>	<p><b>Islam (Other Faiths):</b>          To consider the special buildings in our local area.          To recognise that the Muslim place of worship is called a mosque and to consider what this means.          To recognise how the architecture of a Mosque differs to other buildings.          To recognise the key features of the inside of a Mosque.          To consider how Muslims prepare to enter the Mosque and why.          To reflect upon the activities that take place in the Mosque.</p> <p><b>Special places:</b>          To retell some of the stories about special places for Jesus.          To ask and respond to questions about their own experience of and feelings about special places.          To describe some religious actions and symbols linked to pilgrimage and worship.          To compare some of their own and other people's ideas about questions that are difficult about special places.          To describe ways in which religion is lived out by Christians going on pilgrimage, giving reasons.</p>
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<p>Year 4</p>	<p>National Curriculum targets</p>
<p>Autumn Term 1</p>	<p><b>People:</b>          To retell some of the scripture stories about Jesus' family and describe some ways in which characters in the Bible lived out their lives.          To talk with their friends about some questions about family trees that cause them to wonder.          To make links between scripture stories and what people believe about God and Jesus and give some reasons for the actions of believers such as Ruth.          To give examples of how their own and others' behaviour is influenced by Jesus and his family – family trees.          To show an understanding of how God leads and guides his people and how religious belief has shaped the way some people live/lived out their lives.</p> <p><b>Judaism (Other Faiths):</b>          To consider how books are important to us and the impact they have on our lives.          To recognise that the Tenakh is the Hebrew Bible.          To consider the importance of the Torah to people of the Jewish faith.          To recognise the significance of the Torah during a Bar mitzvah or at the synagogue.</p>

## Autumn Term 2

### **Called:**

To retell some of the scripture stories about David and the call of the apostles and describe some of the actions and symbols linked to Confirmation.

To ask and answer questions about their own and other peoples' experiences of being chosen.

To give reasons for the actions and symbols used at Confirmation - linking between scripture and the call to holiness.

To compare responses about questions that are difficult to answer linked to the call of God - The ways in which we can respond to the call of God.

To describe how religious belief in the call to holiness has affected their beliefs, feelings and experiences.

### **Gift:**

To retell the story of the birth of Jesus and the visit of the Wise men and describe some ways in which religion is lived out by believers during Advent.

To ask and answer questions about their own and other peoples' experiences of what is important in friendship.

To make links between scripture and the belief that God sent Jesus to earth as the long-awaited Messiah.

To compare people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.

To use religious terms to show an understanding of different liturgies during Advent.

## Spring Term 1

### **Community:**

To make links between the call of the apostles and God's call to people to serve him.

To describe most of the actions and symbols within a funeral Mass.

To describe many ways in which people serve their parish community, giving reasons for most.

To make links to show feelings and beliefs affect their commitment to community and that of others.

To describe and show an understanding of how the advice St. Paul gives us affects our community.

## Spring Term 2

### **Giving & receiving:**

To give reasons for the actions and symbols used in the celebration of the Eucharist.

To ask and answer questions about their own and other peoples' experiences about giving and receiving.

To compare their own and others' responses about questions that are difficult to answer linked to the Communion rite.

To use religious terms to show an understanding of different aspects of the Eucharist and show how belief in the Eucharist shapes lives.

### **Self-discipline:**

To retell some of the stories of Holy Thursday, Good Friday and Easter.

To talk with their friends and ask questions about what they and others wonder about how people reach their full potential.

To give reasons for the religious actions and symbols connected to Lent and Holy Week.

To describe many ways in which Christians try to be self-disciplined in Lent, giving reasons for most.

To make links to show how feelings and beliefs affect their self-discipline and that of others.

## Summer Term 1

### **New life:**

To make links between the story of Pentecost and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.

To describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many.

To make links to show how the beliefs in the goodness of others, affects their and others' behaviour.

To compare their own and other people's ideas about questions to do with the power of the Holy Spirit.

To show an understanding of how the apostles spread the Good News and give examples of the actions of Peter, John and Paul, saying why they acted so.

### **Building bridges:**

To describe some ways people contribute to the Sacrament of Reconciliation

To compare some of their own and other people's ideas about questions to do with building bridges.

To give reasons for the actions and symbols used in the Sacrament of Reconciliation.

To make links between the story of the Lost Sheep and how God looks after each of us.

To make links to show how feelings and beliefs can affect the strength of friendships.

To use religious terms to show an understanding of the Sacrament of Reconciliation (Confession/Penance).

## Summer Term 2

### **Islam (Other Faiths):**

To think about the books we use and why they are important to us.

To recognise that the Qur'an is the Muslims' most holy book.

To consider how Muslims treat the Qur'an with respect and honour.

To consider how Muslim children are taught to read the Qur'an.

To reflect on how the Qur'an contains 99 beautiful names for Allah.

To consider what the Qur'an teaches Muslims.

### **God's people:**

To retell some of the scripture that shows what God is like, beginning to link these to some religious beliefs.

To compare some of their own and other people's ideas about questions to do with how different saints show people what God is like.

To give reasons for the actions of those people they have researched and learned about and link to scriptures.

To compare their own and other people's ideas about the question of what makes a person do extraordinary things.

To re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs.

Year 5	National Curriculum targets
Autumn Term 1	<p><b>Ourselves:</b></p> <ul style="list-style-type: none"> <li>To discuss links between their beliefs about talents and qualities and how they use them.</li> <li>To make links between the words of Paul and the Christian's belief in peace.</li> <li>To describe and show an understanding of scripture and how it effects people's beliefs, feelings, and the experience of being made in the image and likeness of God.</li> <li>To show understanding of how the call to be holy shapes life and how values affect our love and care of each other.</li> <li>To describe how God is as a loving parent to us and how we can love and serve him every day.</li> </ul> <p><b>Judaism (Other Faiths):</b></p> <ul style="list-style-type: none"> <li>To reflect on how when we gather together as a family, we remember times from the past.</li> <li>To consider that when Jewish people prepare for Pesach, they remember the story of the Passover.</li> <li>To be able to retell the story of the Passover (Exodus 12).</li> <li>To consider how families gather together and celebrate the festival of Pesach.</li> <li>To consider the special food's eaten during the Passover mean and how they link to the story.</li> <li>To consider how the Jewish people believe in one God and this is reflected in The Shema prayer.</li> </ul>
Autumn Term 2	<p><b>Life choices:</b></p> <ul style="list-style-type: none"> <li>To use religious words and phrases to describe signs and symbols used in the sacrament of marriage.</li> <li>To ask and answer questions about peoples' experiences and feelings about care and commitment.</li> <li>To use a developing religious vocabulary to give reasons for the religious actions and symbols used in the sacrament of marriage.</li> <li>To make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other.</li> <li>To use religious terms to show an understanding of the marriage liturgy and the promises made.</li> <li>To show understanding of how religious belief shapes the life of married people and of those who are involved in the community as volunteers.</li> <li>To give reasons why our feelings and beliefs affect our commitment.</li> </ul>

	<p><b>Hope:</b></p> <p>To retell some scripture passages about Advent/Christmas and use religious words and phrases to describe the Advent Wreath.</p> <p>To ask and answer questions about their own and other peoples' experiences and feelings about waiting and hoping.</p> <p>To make links between scripture and how Christians wait in hope for the coming of Jesus at Christmas.</p> <p>To make links to show how feelings and beliefs about waiting and hoping affect their behaviour.</p> <p>To give reasons why we prepare for Jesus during Advent.</p> <p>To make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming.</p>
<p>Spring Term 1</p>	<p><b>Mission:</b></p> <p>To give reasons why people carry out Jesus' mission in different ways through what they say and do.</p> <p>To use stories from the Bible to support their answers.</p> <p>To make links between how Jesus' undertook his mission to share the good news and how each diocese continues that mission and work today.</p> <p>To describe and show they understand how dioceses and different Christian communities continue to carry out the work and mission of Jesus by making links between this and what they have read in scripture.</p> <p>To know the meaning of ecumenism.</p>
<p>Spring Term 2</p>	<p><b>Memorial sacrifice:</b></p> <p>To make links between the Passover in Exodus, the Last Supper and belief in the Eucharist linking these to religious sources.</p> <p>To use a developing religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist.</p> <p>To give reasons for why believers follow the example of Jesus in his life of sacrifice.</p> <p>To show understanding of scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper, and the celebration of Eucharist.</p> <p>To make links between- transubstantiation through the power of the holy spirit, of bread and wine</p> <p><b>Sacrifice:</b></p> <p>To give some reasons why Christians make sacrifices during Lent and how these shape lives.</p> <p>To make links to show how feelings and beliefs affect giving and refusing to give and appreciating the cost of life.</p> <p>To describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection.</p> <p>To make links between them and use different words and actions to show an understanding of the different liturgies of Holy Week and the Easter vigil.</p>

## Summer Term 1

### **Transformation:**

To retell some stories from Scripture e.g. Road to Emmaus, Saul's Conversion.

To use religious words and phrases to give reasons for religious actions and symbols linked with Pentecost.

To make links between scripture and God's gift of the Holy Spirit and forgiveness- give reasons for the actions of Cleopas on the road to Emmaus.

To compare their own and other peoples' ideas about questions about questions that are difficult to answer about transforming energy and its uses.

To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences linked to the conversion of Paul, making links between them.

### **Freedom & responsibility:**

To 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 to us as Catholics.

To give reasons why believers choose to live by God's laws.

To compare their own and other peoples' ideas about questions concerning the use of freedom and responsibility and know that some of these are difficult to answer.

To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of living according to God given laws and use religious terms to show an understanding of the Sacrament of Reconciliation.

## Summer Term 2

### **Islam (Other Faiths):**

To consider that everybody celebrates special times in their lives.

To recognise that in the Muslim calendar the 9<sup>th</sup> month is a special month called Ramadan.

To consider why Ramadan is special to Muslims.

To reflect on how fasting helps to deepen Muslim's faith.

To recognise the importance of Eid-ul-Fitr as the first day of Ramadan.

To consider the significance of the pilgrimage to Makkah for people of the Muslim faith.

### **Stewardship:**

To make links between scripture and the belief of caring for Creation.

To give reasons why Christians are concerned about the stewardship of creation. to engage with and respond to many questions about care of creation in the light of religious teaching.

To describe and show an understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them.

Year 6	National Curriculum targets
Autumn Term 1	<p><b>Loving:</b></p> <ul style="list-style-type: none"> <li>To make links between the story of the Prodigal Son and God’s forgiveness.</li> <li>To give reasons for a Christian’s love and care.</li> <li>To show an understanding of scriptures, beliefs and feelings of God’s unconditional love for us.</li> <li>To describe how God’s unconditional love shapes our lives.</li> <li>To use sources to explain God’s unconditional love.</li> <li>To explain in detail what beliefs and values inspire and influence Christians to demonstrate unconditional love.</li> </ul> <p><b>Judaism (Other Faiths)</b></p> <ul style="list-style-type: none"> <li>To reflect on how at the start of a new year we make new year’s resolutions/promises.</li> <li>To recognise that for Jewish people, Rosh Hashanah marks the beginning of the new year of the Jewish calendar.</li> <li>To recognise that Rosh Hashanah is the most important time of the year for Jewish people.</li> <li>To consider how Rosh Hashanah is a time of forgiveness and repentance.</li> <li>To recognise the special foods and greetings that are shared during Rosh Hashanah.</li> <li>To consider the significance of Yom Kippur on the Jewish faith.</li> <li>To recognise the importance of repentance on Yom Kippur.</li> </ul>
Autumn Term 2	<p><b>Vocation &amp; commitment:</b></p> <ul style="list-style-type: none"> <li>To compare their own and other ideas concerning questions about what it means to be committed.</li> <li>To recognise why some people are very committed to the service of others.</li> <li>To show how their commitment to others is shaped by their beliefs and values.</li> <li>To know and understand the vows and commitment made at the ordination of a priest.</li> <li>To use sources to explore why priests decide to answer the call to vocation.</li> <li>To explain what beliefs and values inspire and influence them and others to be committed to the service of others.</li> </ul> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>To make links to show how feelings and beliefs about expectations affect their behaviour.</li> <li>To compare their own and other peoples’ ideas about expectation and how it affects their behaviour and that of others.</li> <li>To describe and show understanding of how their own and others’ decisions concerning expectations are informed by beliefs and values.</li> <li>To show an understanding of advent as a time of joyful expectation and preparation for Christians.</li> <li>To use scripture to explore why Christians undertake preparations during advent.</li> <li>To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of advent as a time of joyful expectation of Christmas making links between them i.e. Isaiah’s expectation of the Messiah.</li> </ul>

## Spring Term 1

### **Sources:**

To show an understanding of how the Bible shapes the lives of Christians and engage with the question 'what is God like?' or 'what is Jesus like?'

To discuss how their own and others' decisions are informed by Christian beliefs and values, in particular show an understanding of the Bible and its influence on Christians.

To demonstrate their belief that the Bible is the inspired word of God for his people.

To describe and show understanding of the stories from the Bible, beliefs, ideas, feelings and experiences and make most links between them, exploring the different effects on people's beliefs

## Spring Term 2

### **Unity:**

To use religious terms to show an understanding of different aspects of the Eucharist.

To show an understanding of how belief in the uniting presence of Jesus Christ in Holy Communion shapes the lives of Christians.

To show how their own and others' decisions about friendships are informed by beliefs and values.

To identify scripture passages and parts of the Eucharistic liturgy which explain catholic belief in the presence of Christ in the Eucharist- one body in union with Christ.

### **Death & new life:**

To describe and show understanding of parts of the Sacrament of the Anointing of the Sick, using ideas, feelings and experiences and making some links between them and some religious sources.

To show an understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.

To show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.

To describe and explain the meaning and purpose of a variety of forms of the sacraments offered to the sick and dying.

To demonstrate how religious beliefs and teaching about sickness and healing give some explanation of the purpose and meaning of life.

## Summer Term 1

### **Witnesses:**

To show how understanding of belief in the power of the Holy Spirit shapes lives.

To describe and show understanding of scripture, beliefs and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ.

To engage with and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ.

To identify sources of religious belief in the power of the Holy Spirit.

To explain how distinctive religious beliefs arise i.e. The moral life of Christians is sustained by the Holy Spirit.

	<p><b>Healing:</b></p> <p>To describe and show understanding of parts of the Sacrament of the Anointing of the Sick, using ideas, feelings and experiences and making some links between them and some religious sources.</p> <p>To show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.</p> <p>To show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.</p> <p>To describe and explain the meaning and purpose of a variety of forms of the sacraments offered to the sick and dying.</p> <p>To demonstrate how religious beliefs and teaching about sickness and healing give some explanation of the purpose and meaning of life.</p>
<p>Summer Term 2</p>	<p><b>Islam (Other Faiths):</b></p> <p>To reflect on where we receive guidance in life.</p> <p>To consider what life would be like if we had no guidance.</p> <p>To recognise that Muslims believe Islam is 'held up' by the five pillars of Islam which are pillars of moral guidance.</p> <p>To show an understanding of the five pillars of Islam and the impact they have on the Muslim community.</p> <p>To recognise that Zaka is one of the most important pillars of Islam and that it dictates caring for others.</p> <p>To consider how the Qur'an teaches Muslims to care for creation.</p> <p><b>Common good:</b></p> <p>To show understanding of how the religious belief in working for justice and the common good shapes lives in many different ways, linking this to some religious sources.</p> <p>To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good of people, making links between them</p> <p>To describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences making links between these and Micah, Matthew 25, and the Beatitudes</p>