



## RE Curriculum Overview Spring Term

### *'In loving others we love Jesus'*

|                    | Gospel Value<br>& Learning objective   | AT1<br>Knowledge & Understanding   | AT2<br>Engagement & Response  | AT3<br>Analysis and Evaluation |
|--------------------|--|--|---|--------------------------------|
| <h3>Reception</h3> | <p style="text-align: center;"><b>Faith &amp; Service</b></p> <p><b>Celebrating</b></p> <ul style="list-style-type: none"> <li>To recognise the story of Mary and Joseph taking Jesus to the temple.</li> <li>To talk about their own experience of celebrations and know that other children don't always enjoy the same things.</li> <li>To know that the church is God's house and use some religious vocabulary to describe what they see in a church. (Church, God, Altar, Priest, Font, Candles, Hymn books, Gospel, Tabernacle, Sanctuary lamp &amp; Easter candle.</li> </ul> <p><b>Gathering</b></p> <ul style="list-style-type: none"> <li>To talk about their experiences of gathering together with others.</li> <li>To ask and answer questions about their experiences.</li> <li>To recognise the story of Jesus welcoming the children.</li> <li>To listen to, talk and role-play parts of the Mass.</li> <li>To know the Eucharist is a 'thank you' and thank God for each other.</li> </ul> <p><b>Growing</b></p> <ul style="list-style-type: none"> <li>To talk about own experience of growing, how they have grown.</li> <li>To recognise the story of Good Friday.</li> <li>To recognise the Story of Easter Sunday</li> <li>To talk about how they celebrate at Easter.</li> </ul> | <ul style="list-style-type: none"> <li>Use key religious words appropriate to their age and stage of development.</li> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Develop their own narrative and explanations of religious stories by connecting ideas for events to the scripture source used.</li> </ul><br><ul style="list-style-type: none"> <li>Listen and talk about religious signs and symbols used in worship including the celebration of the sacraments.</li> <li>Listen, talk about and role-play how people act in a particular way because of their beliefs.</li> <li>Listen, talk about and role-play how people behave in the local church community.</li> </ul><br><ul style="list-style-type: none"> <li>Sing songs, make music and dance to express religious stories.</li> <li>Use a variety of materials tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Develop their own narrative and explanations of religious stories by connecting ideas for events to the scripture source used.</li> </ul> | <ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>Talk about their own and others behaviour and its consequences.</li> </ul> |                                |

**Year One**  
**'Come & See'**  
**&**  
**'Caritas in Action'**

**Humility & Faith**

**Special People**

- To know and experience gathering together in church. To know that the parish family gather in church on a Sunday to celebrate Mass.
- To learn who the people are that help at Mass on Sunday & know what the priest wears and does.
- To know that the Priest leads the parish at Mass and shares God's truth through the Gospels.
- To recognise the Parish Priest, the Bishop of Lancaster and the Pope.
- To know that Jesus is the most special person for the parish family.

**Meals**

- To know that when Catholics celebrate mass they are celebrating Jesus' special meal.
- To know what happens at the offertory procession (what is brought, what is done and what is said)
- To know that the Our Father' is a family prayer because God is a Father to everyone and loves and cares for everyone.
- To know what happened at The Last Supper and how we remember this during the Mass.
- To know that when the priest says 'This is my body.' and 'This is my blood.' he is repeating Jesus' words.
- To know what is seen, done and said at Holy Communion. To know what people do if they do not receive the sacrament.

**Change**

- To know that Ash Wednesday is when Lent begins and that Lent is an opportunity to change. To make 'sorry promises' to keep throughout Lent.
- To know what the prophet Joel said about how we can change and become more like Jesus. (Joel 2:13)
- To know the story of Palm Sunday.
- To know that Jesus died on Good Friday.
- To know the story of Easter Sunday and Jesus' resurrection. 'He is alive'

- Recognise that people act in a particular way because of their beliefs.
- Describe some of the actions and choices of believers that arise because of their belief.
- Use religious words and phrases.
- Recognise religious stories.
- Describe different roles of some people in the local church.
- Recognise key people in the local, national and the universal church.

- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
- Recognise & describe some religious beliefs.
- Use religious words and phrases.

- Recognise religious stories.
- Retell, in any form, a narrative that corresponds to the scripture source used.
- Recognise religious beliefs.
- Describe some religious beliefs.
- Recognise that people act in a particular way because of their beliefs.
- Recognise key figures in the history of the People of God.

- Talk about their own feelings, experiences and the things that matter to them.

- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

- Say what they wonder about
- Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

**Year Two**  
**'Come and See'**  
**&**  
**'Caritas in Action'**

**Joy and Kindness**  
**Chosen People**

- To know we are chosen and gifted by God and that we thank God for choosing us by helping others. To choose an act of service for the benefit of other people.
- To know why God chose Abraham and that he trusted in God to guide him. To reflect on how we trust God.
- To know that God chose Moses to help his people and that we are also chosen to help others.
- To understand that Daniel had to be brave and have faith because he was chosen.

**Eucharist – Thanksgiving**

- To know about the Church buildings and furnishings and how people show respect & reverence in church.
- To recall the Last supper
- To know that the Mass has four parts (gather, listen, give thanks and go out)
- To begin to use and understand the liturgy of the Eucharist. (Eucharistic Prayer 1 for children)
- To know that we give thanks to God for giving us Jesus in Holy Communion.
- To know that we are expected to go out from the Mass and spread the Good News.

**Lent/Easter – Opportunities**

- To listen to and reflect upon how Jesus gave individuals the chance to change. (Zacchaeus Luke 19:1-10)
- To recall that Ash Wednesday is the start of Lent and that Lent is a chance to choose to do something good.
- To reflect on the story of Palm Sunday and its significance as the start of Holy week.
- To know the events of Maundy Thursday and that a special Mass celebrated on Thursday of Holy week. (John 13:4-15)
- To reflect on the events of Good Friday and how they make us feel.
- To that Easter is the most important feast. It is when Jesus rose from the dead. To talk about and discuss how Christians celebrate Easter.

- Recognise religious stories.
- Retell, in any form, a narrative that corresponds to the scripture source used.
- Recognise religious beliefs.
- Describe some religious beliefs.
- Recognise that people act in a particular way because of their beliefs.
- Describe some of the actions and choices of believers that arise because of their belief.
- Recognise key figures in the history of the People of God.
- Describe the life and work of some key figures in the history of the People of God

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- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

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| <p style="text-align: center;"><b>Year Three</b><br/><b>‘The Way, The Truth &amp; The Life’</b><br/><b>&amp;</b><br/><b>‘Caritas in Action’</b></p> | <p style="text-align: center;"><b>Courage &amp; Kindness</b><br/><b>Celebrating The Mass</b></p> <ul style="list-style-type: none"> <li>To know what happened at the Last Supper and reflect on how the Mass makes this real for us.</li> <li>To understand what happens at the beginning of Mass and think about why we say sorry.</li> <li>To understand the importance of the Readings at Mass and reflect on how we listen to God’s word.</li> <li>To know what happens at the Offertory and Consecrations and think about the offering we can make.</li> <li>To know that it is Jesus we receive in Holy Communion and reflect on this very great gift for us.</li> </ul> <p><b>The Ministry of Jesus</b></p> <ul style="list-style-type: none"> <li>To know and reflect upon how Jesus proclaimed the Good News to everyone he met and the variety of responses made. <ul style="list-style-type: none"> <li>a) Zacchaeus (Luke 19:1-10)</li> <li>b) The Ten Lepers (Luke 17: 11-19)</li> <li>c) The Healing at the Pool (John 5;1-18]</li> <li>d) Feeding the Five Thousand (Luke 9:12-17)</li> </ul> </li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>To know that sin is a failure to love God and others; to understand that God always loves us and that we can say sorry.</li> <li>To reflect on the prayer Jesus made in the Garden of Gethsemane. (C&amp;SF4)</li> <li>To link the events in Holy Week to the Sorrowful Mysteries of the Rosary. (C&amp;SF5)</li> </ul> | <ul style="list-style-type: none"> <li>Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>• a range of religious beliefs</li> <li>• those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>religious symbols and the steps involved in religious actions and worship including the celebration of the sacraments</li> <li>Make links between: <ul style="list-style-type: none"> <li>• beliefs and sources, giving reasons for beliefs</li> <li>• beliefs and worship, giving reasons for actions and symbols</li> <li>• beliefs and life, giving reasons for actions and choices</li> </ul> </li> <li>To understand and use a range of religious vocabulary</li> </ul><br><ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> <li>a) those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>Make links between: <ul style="list-style-type: none"> <li>a) beliefs and sources, giving reasons for beliefs</li> <li>b) beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul><br><ul style="list-style-type: none"> <li>To understand and use a range of religious vocabulary</li> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Make links between: <ul style="list-style-type: none"> <li>a) beliefs and sources, giving reasons for beliefs</li> <li>b) beliefs and worship, giving reasons for actions and symbols</li> <li>c) beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul><br><ul style="list-style-type: none"> <li>To ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>To make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul><br><ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul> | <ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> </ul><br><ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference with regard to the scriptures in Jesus ministry.</li> </ul><br><ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> </ul> |
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| <p style="text-align: center;"><b>Year 4</b><br/><b>‘The Way, The Truth &amp; The Life’</b><br/><b>&amp;</b><br/><b>‘Caritas in Action’</b></p> | <p><b>Service &amp; Courage</b><br/><b>Jesus the Teacher</b></p> <ul style="list-style-type: none"> <li>To know that Jesus was born a Jew and to reflect on the story of the Presentation of Jesus in the Temple.</li> <li>To know that Jesus travelled around teaching people and how he called others to follow him. <ul style="list-style-type: none"> <li>- Luke 4: 18-19 (purpose)</li> <li>- Luke 5: 1-11 (calling the disciples)</li> </ul> </li> <li>To know, understand and reflect upon the significance of the prayer Jesus taught his friends - Our Father.</li> <li>To know that Jesus came to show us the way to live. (Pg38 WTL) <ul style="list-style-type: none"> <li>- Matthew 5:3-12 (The Beatitudes)</li> </ul> </li> <li>To reflect on what Jesus’ teaching tells us about similarity, equality and difference. Matthew 25:40 &amp; our Mission ‘in loving others we love Jesus’</li> <li>To recognise that those in need are our brothers and sisters and that Jesus calls us to act. (Caritas Theme 5, focus 3)</li> </ul> <p><b>Jesus The Saviour</b></p> <ul style="list-style-type: none"> <li>To know that the suffering, death and resurrection of Jesus is a sign of love, sacrifice and the source of new life.</li> </ul> | <ul style="list-style-type: none"> <li>Make links between beliefs and sources giving reasons for beliefs.</li> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe with increasing detail and accuracy the life and work of key figures in the history of the people of God</li> <li>Make links between beliefs and life; giving reasons for actions and choices</li> </ul> | <ul style="list-style-type: none"> <li>Ask and respond to questions about their own and other’s experiences and feelings in relation to questions of meaning and purpose.</li> <li>Make links to show how feelings and beliefs affect their behaviour and that of others.</li> </ul> | <ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference</li> </ul> |
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**Year 5**  
**'Come and See'**  
**CAFOD**  
**'The Way, The Truth & The life'**

**Service & Love**

**Mission**

- To know and understand that our Mission is a continuation of Jesus' ministry
- To know and understand what a 'diocese' is and that it continue Jesus' mission with appointed bishops as successors of the apostles.
- To know how Christian communities can work together to continue Jesus' Mission.
- To know and understand how we can work together to live out Jesus' mission in the universal church. (CAFOD)

**Reconciliation**

- To reflect on wrong choices we have made and by examining our conscience, reflect on the consequences of our actions.
- Conscience is a gift to be developed through the practice of examination of conscience.
- To know and understand the Ten commandments and the greatest commandment of all as Christian rules to live by.
- To know and understand that sin hurts us, others and our relationship with God but that God heals our friendship through the sacrament of Reconciliation.
- To know and understand the rite of reconciliation and its significance.

**Easter**

- To know and understand the key events leading up to Good Friday.
  - The Agony in the Garden.
  - Betrayal by Judas Iscariot.
  - The questioning of Jesus by the high priests and Pilate.
  - To learn about and reflect upon The Stations of the Cross.

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- To show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.
- Use religious vocabulary widely accurately and appropriately.
- To show knowledge and understanding of the life and work of key figures in the history of the people of God.
- To show knowledge and understanding of what it means to belong to a church community.
- To show understand of by making links between beliefs and life.

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- To show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.
- To show knowledge and understanding of religious symbols and the steps involved in religious actions and worship including the celebration of the sacraments.
- Use religious vocabulary widely accurately and appropriately.
- To show understand of by making links between beliefs and life.

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
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- To show knowledge and understanding of the life and work of key figures in the history of the people of God.

- Compare their own and others responses to questions about each of the areas of study in relation to questions of meaning and purpose.
- Show understanding of how own and others decisions are informed by beliefs and moral values.

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- Compare their own and others responses to questions about why we sometimes fail to make Christian choices.

- Compare their own and others responses to questions about each of the areas of study in relation to questions of meaning and purpose.
- Show understanding of how own and others decisions are informed by beliefs and moral values.

- Express a point of view and give reasons for it.
- Recognise difference, comparing and contrasting different points of view.
- Arrive at a judgement.

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Year 6

**Courage, Love & Faith**  
**The Saviour**

- To understand and reflect upon Gospel accounts of how the lives of Men and women were changed by their encounters with Jesus. **The Widow of Nain, The women with a haemorrhage & The Pharisee.**
- To show understanding Jesus' attitude to sinners and reflect upon the responsibility to choose good. **The woman caught in adultery.**

**The Sacraments**

- To be able to name the sacraments of Holy Orders and Matrimony and explain their significance in their own words.
- To show understanding of ways in which love and commitment are important in human life.

- Show knowledge and understanding of the life and work of key figures in the history of the people of God.
- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- Use religious vocabulary widely accurately and appropriately.

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- Show understanding of, by making links between beliefs, life & Worship.
- Use religious vocabulary widely accurately and appropriately.
- Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship including the celebration of the sacraments.
- Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.

- Show understanding of how own and others decisions are informed by beliefs and moral values.
- Compare their own and others responses to questions about each of the areas of study in relation to questions of meaning and purpose.

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- Use sources to support a point of view.
- Express a point of view and give reasons for it.
- To arrive at a judgement

- Use sources to support a point of view.
- Express a point of view and give reasons for it.
- To arrive at a judgement
- To recognise difference, comparing and contrasting different points of view.