



RE Curriculum Overview Summer Term

'In loving others we love Jesus'



	<h1 style="text-align: center;">RE Curriculum Overview Summer Term</h1> <h2 style="text-align: center;"><i>'In loving others we love Jesus'</i></h2>			
<h3>Reception</h3>	<h4>Gospel Value & Learning objective</h4>	<h4>AT1 Knowledge & Understanding</h4>	<h4>AT2 Engagement & Response</h4>	<h4>AT3 Analysis and Evaluation</h4>
	<p>Gospel Value: Love Growing</p> <ul style="list-style-type: none"> Form and experience good relationships with peers and adults in the school community. To respect each other. To take responsibility for choices and actions. Learn to say sorry To begin to recognise Jesus' rule for friends and his words 'love one another'. <p>Gospel Value: Joy Good News</p> <ul style="list-style-type: none"> Begin to recognise the Pentecost story as a religious story. Begin to use and recognise some religious words such as Pentecost, Good News, Alleluia, Easter, and Holy Spirit. To experience and come to know that Jesus tells us about God his Father To begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News. <p>Gospel Value: Stewardship Birthdays</p> <ul style="list-style-type: none"> To know that God created the world and it was good. To begin to understand that everyone shares God's world and should take care of it. To begin to understand the implications of being part of God's global family. To recognise some words and phrases from the Psalms. To praise God by praying a Psalm. <p>Judaism</p> <ul style="list-style-type: none"> To listen to a person of another faith. To listen and respond to the story Oil in the Lamp To recognise Hanukkah as a Jewish festival. 	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories. <ul style="list-style-type: none"> Listen, talk about and role play how people behave in the local, national and universal church community. Listen and talk about key figures in the history of the People of God. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. Use key religious words appropriate to their age and stage of development. Read and understand simple sentences from scripture or from their own religious stories Write simple sentences about religious stories using phrases or words which can be read by themselves and others. <ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Share religious stories they have heard and read with others. Use key religious words appropriate to their age and stage of development <ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. 	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. <ul style="list-style-type: none"> Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Confidently speak in a familiar group and talk about their ideas. Talk about their own feelings and experiences and the things that matter to them. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. <ul style="list-style-type: none"> Give their attention to what others say and respond appropriately. 	

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

Gospel Value: Love & Kindness

Being Sorry

- To recognise the story of Levi and Jesus' call to him.
- To recognise the story of Jesus' encounter with Zacchaeus.
- To understand that we have choice in our actions and to know that God helps us to choose well.
- To know that Christians say sorry and forgive each other because they follow Jesus.
- To be familiar with a simple act of contrition.

Gospel Value: Joy

Holidays & Holy Days

- To recognise the story of Ascension Day.
- To recognise what a Holy Day is and that Pentecost is a Holy Day.
- To recognise the story of The Holy Spirit coming at Pentecost.
- To recognise some symbols of The Holy Spirit.
- To begin to understand that The Holy Spirit is a helper and a guide who helps Christians to pass on the message of the Good News.

Gospel Value: Justice

Neighbours

- To know that everyone is a neighbour and loved by God.
- To and recognise that God gives everyone their own unique gifts and talents.
- To begin to understand to understand the 'dignity' of the human person and what it means to treat others with dignity.
- To know the story of the Good Samaritan.
- To begin to understand that a Christian is compelled to act fairly to others.
- To link children's earlier experience of 'Fair Trade Fortnight' in school to our Christian call to be good global neighbours.

Judaism

- To explore and discuss Jewish artefacts and symbols and their meanings.
- To hear about Moses and Abraham as leaders of the Jewish faith.

- Recognise key figures in the history of the People of God
- 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.
- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- 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.

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- Describe some religious beliefs.

- Ask and respond to questions about their own and others' feelings, experiences and 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.

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

Gospel Value: Joy
Spread the Word

- To know the story of Jesus' resurrection.
- To recognise the Holy Spirit as the helper Jesus promised his church.
- To retell the story of the Ascension, thinking about how the disciples must have felt.
- To retell the story of Pentecost thinking about how the disciples felt and what they did next.
- To recognise how the people who heard the Good News of Jesus began to share a new way of life.

Gospel Values – Love, Justice & Stewardship Treasures

- To know the two commandments of Love 'Love the Lord your God with all your heart, with all your soul and with all your mind.' Matthew 22: 37 -39 begin to think about how Christians do this.
- To know Jesus' commandment: (Golden rule) "Love one another as I have loved you." Matthew 22: 37 -39 & begin to think about how Christians do this.
- To recognise that God made the world including people and that His creation is a treasure. (Creation story).
- To know God loves us equally as his children.
- To recognise we are all different and amazing.
- To recognise 'The Church' as the people of God made one by Jesus. A community which shares love and life.
- To understand that we love and look after each other because we are all brothers and sisters.
- To recognise that loving each other makes us strong – look at the work of CAFOD.
- To recognise ways in which Jesus showed love and respect for others. Link to Good Samaritan (YR1) & 10 Lepers.

Gospel Value: Respect
Judaism

- To hear about Shabbat and how it is similar to Sunday worship for Christians.
- To discuss how both days of worship are linked to Creation in Genesis.

- Recognise religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise 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 beliefs.
- Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
- Use religious words and phrases

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Year Three
'The Way the Truth and The Life'
&
'Caritas in Action'

Gospel Value: Joy
Energy

- To listen to and retell the story of Pentecost.
- To discuss and reflect upon the transformation of the Apostles through the gifts of The Holy Spirit.
- To make links between the transformation of the Apostles through The Holy Spirit and how the gifts of The Holy Spirit can transform us as Christians.

Gospel Value: Stewardship & justice
Special Places

- To retell the Creation Story & embellish as a special piece of work.
- To learn the prayer, Canticle of the Sun and create a collaborative piece of art. (joy)
- **To understand the concept of being a steward of Creation. (responsibility)**
- **Make links to being a steward of Creation with our school mission statement and decrees from Pope Benedict and Pope Francis.**
- **To reflect on what we can do as stewards of Creation and write to Government, Monarchy, councillors to demand change.**

Gospel Value: Respect
Judaism

- To explore and describe how the Synagogue is a special place to Jews and make links between it and The Church
- To discuss The Torah and make links between it and The Bible.

- Describe, with increasing detail and accuracy:
 - a) a range of religious beliefs
 - b) those actions of believers which arise as a consequence of their beliefs
- Make links between:
 - a) beliefs and sources, giving reasons for beliefs
 - c) beliefs and life, giving reasons for actions and choices

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy:
 - a) a range of religious beliefs
 - b) those actions of believers which arise as a consequence of their beliefs.
- Make links between:
 - a) beliefs and sources, giving reasons for beliefs
 - b) beliefs and worship, giving reasons for actions and symbols
 - c) beliefs and life, giving reasons for actions and choices
- To understand and use a range of religious vocabulary

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 - a) a range of religious beliefs
 - b) those actions of believers which arise as a consequence of their beliefs
- KU 3 Make links between:
 - a) beliefs and sources, giving reasons for beliefs
- Use a range of religious vocabulary

- 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
- Make links to show how feelings and beliefs affect their behaviour and that of others

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- Use a given source to support a point of view

- Use a given source to support a point of view
- Express a preference.

- Express a point of view

Year 4

Gospel Value: Service and Courage
Mission of the Church

- To retell the story of Pentecost and describe the transformation of the disciples.
- To understand that this was the beginning of the Church and make links to Jesus making Peter the head of the Church. (mt28:18-20)
- To know the story of how Saul became Paul and describe how Paul worked to spread the Good news.
- To make links between the mission given to the disciples by Jesus, the work of Paul and to their own lives and the local Church.

Gospel Value: Justice & Love
Belonging to the Church

- To recognise and describe what it means to belong to a community.
- To know what it means to belong the community of the Church and describe what it means to be a member.
- To recognise the Nicene as a profession of what Catholic's believe (Tradition)
- To recognise Sunday as the Lord's Day and make links to the story of Creation. (Tradition)
- To understand and describe how Sunday is a significant day in the life of the local Church (Tradition)
- To make links between the Liturgical Calendar, Church colours and significant events in the life of Jesus. (Tradition)
- To know, understand and make links and connections between scriptural images of The Church. Rom 3;29-39; 1 Cor 3:16; 1 Cor 6:19-20 & John 15:5
- To reflect upon and express a personal preference for which scripture reference best describes The Church for them.

Gospel Value: Respect
Judaism

- To learn the five names of the books of the Torah.
- To research a Torah story, either Rebecca at the Well (Genesis 24:10-20 or The call of Moses Exodus 3:1-12)
- To understand why Jewish people give such reverence and respect for the Torah.

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe with increasing detail and accuracy the life and work of key figures in the history of the people of God
- Make links between beliefs and life; giving reasons for actions and choices

- Make links between beliefs and sources giving reasons for beliefs.
- Describe with increasing detail and accuracy a range of religious beliefs.
- To use a range of religious vocabulary.
- Make links between beliefs and life; giving reasons for actions and choices.

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Make links between beliefs and sources giving reasons for beliefs.
- Describe with increasing detail and accuracy a range of religious beliefs.
- To use a range of religious vocabulary.

- Ask and respond to questions about their own and other's experiences and feelings in relation to questions of meaning and purpose.
- Make links to show how feelings and beliefs affect their behaviour and that of others.

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- Use a given source to support a point of view
- Express a point of view

- Use a given source to support a point of view
- Express a point of view
- Express a preference

- Use a given source to support a point of view

Year 5
WTL (6)

Gospel Value: Service & Courage
God's Call

- To know and understand Jesus' teaching and example of service and how we should try to be like him.
- To know that the Apostles were people with strengths and weaknesses just like we are.
- To know how the Apostles changed when they received The Holy Spirit (Pentecost) and reflect on how we can be changed.
- To be aware of the gifts of The Holy Spirit and understand that we receive these in a particular way in the Sacrament of Confirmation.
- To make links between scripture (e.g. Matthew 5:13-16) and the belief that God has given all of us gifts and talents to use in the service of him and his people.
- To know and reflect of the different ways we can serve God.
- To know and understand why God called Moses in the Old Testament.
- To know and understand how God made a covenant with his people through Moses and reflect on how The Ten Commandments are relevant to our lives today.

Gospel Value: Respect
Judaism

- To know and understand why Jewish people celebrate the Passover (Pesach).
- To make links and connections between Jewish beliefs about the Passover and the ways in which it is celebrated, including prayers and food.
- To show respect and knowledge of the holy writings of Judaism (Shema)
- To make links between Jewish teaching (**Ex 22:21, Ex: 23: 4-6 & Lev: 19: 9-10**) and the ways in which Jewish people show care to others. To understand why caring for others is important in the Jewish Faith.
- Compare The Shema prayer with the two commandments of love (Matt 22:37-39). Discuss how they are similar and different.

- 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.
- Show understanding of, by making links between beliefs and sources.
- Show understanding 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.

- Show knowledge and understanding of a range of scripture passages that correspond to the scripture source used.
- Show knowledge and understanding of a range of religious beliefs
- Show knowledge and understanding of the life and work of key figures in the history of the people of God.
- Show understanding of, by making links between beliefs & sources; beliefs and worship & beliefs and life.

- Compare their own and others responses to receiving the gifts of The Holy Spirit in relation to questions of meaning and purpose.
- Show understanding of how own and others decisions are informed by beliefs and moral values as shown to believers in the example of Jesus.

- Show understanding of how own and others decisions are informed by beliefs and moral values.
- Compare their own and other peoples responses of faith in relation to meaning and purpose.

- Use sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements

- Recognise difference, comparing and contrasting different points of view

Year 6
The way

Caritas

Gospel Value: Service & Courage
The Church

- To that Jesus gave his mission, power and authority to the Apostles. Reflect on what this means for us.
- To understand how the Church began and think about the message it has for us.
- To be aware of some of the challenges the first Christians encountered. Reflect on the challenges we face as Christians.

Gospel Value: Stewardship, Courage & Justice
Solidarity & the Common Good

- *To show knowledge and understanding of the richness and diversity of Creation through the use of Psalms and reflect on this. (stewardship)*
- *To understand what being in solidarity with others means and how we are able to achieve this at home, at church, locally and globally. (solidarity & the common good)*
- *Through research, understand what it means to walk together as people of Peace and through art, music & literature give examples of this.*
- *Through research understand the challenges that need to be overcome in: our class, our school, our parish, our locality, nationally and globally so that everyone is treated justly and fairly with equal respect and dignity.*
- *To find out about and promote how our school and our parish work for solidarity and the common good.*
- *To identify ways in which the school and parish could work together for the common good and draw up action plan to be shared with all members of our community.*

Gospel Value: Respect
Judaism

- To know about the Jewish festival of Rosh Hashanah and answer the question 'What do you think are the signs of a really human person, one made in God's image?'
- To know about 'The days of Awe' and the Jewish festival of Yom Kippur. Then answer the question 'How do you think Jewish people feel on Yom Kippur as they receive God's forgiveness?'
- To make links between how scripture informs Jewish beliefs and life. (Leviticus 23: 23-24, Leviticus 23: 26-32 & Jonah CH1 1- Ch3:10)

- 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 what it means to belong to a church community.
- Use religious vocabulary widely accurately and appropriately.
- Show understanding of, by making links between beliefs and sources.
- Show understanding of, by making links between beliefs and life.

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- Show understanding of, by making links between beliefs and sources.
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- Compare their own and others responses to receiving the gifts of The Holy Spirit in relation to questions of meaning and purpose.
- Show understanding of how own and others decisions are informed by beliefs and moral values as shown to believers in the example of the Apostles.

- Compare their own and others responses to the idea of justice and equality for all.
- Show understanding of how own and others decisions are informed by beliefs.

- Compare their own and other peoples responses of faith in relation to meaning and purpose.

- Use sources to support a point of view
- Express a point of view and give reasons for it
- Arrive at judgements

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