

EYFS Knowledge:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

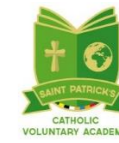
EYFS

RE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

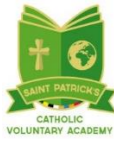


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:

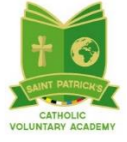


		FS1 and FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Themes and Topics	Domestic Church Family	<p>Myself God knows and loves each one.</p> <p>Explore- The importance of my name. Investigate the importance of my name. Develop understanding of first and family names.</p> <p>Reveal- God knows and loves me. God knows my name. God loves me.</p> <p>God knows and loves each one. God knows each person's name. God knows and loves each person.</p> <p>Respond- Remembering, celebrating, and responding to the importance of names, and to God who knows each one by name and loves them.</p>	<p>Families God's love and care for every family.</p> <p>Explore- The love and care shown in the family.</p> <p>Reveal- God's love and care for every family.</p> <p>My family loves me. God loves all of us. The psalms tell us about God's love and care.</p> <p>What we can learn about God's love in the bible.</p> <p>God takes care of everyone. God loves and cares for us. Jesus grew up in a family who loved and cared for him.</p> <p>Respond- Remembering, celebrating and responding to the love and care shown in the family and God's love and care for every family.</p>	<p>Beginnings. God at every beginning.</p> <p>Explore- The many beginnings each day offers.</p> <p>Reveal- God was there at the beginning of the world.</p> <p>God was there at my beginning and god is there at every beginning. It is good to begin the day with prayer. Psalm 19 is a song of praise to God. God is always close.</p> <p>God, who is present in our beginning, knows and loves each one.</p> <p>Respond- remembering, celebrating and responding to the many beginnings each day offers and that God is present at every beginning.</p>	<p>Homes. God's dream for every family.</p> <p>Explore- The joys and sorrows of being a family at home.</p> <p>Reveal- God's vision for every family within the home.</p> <p>Parents and children should love and respect one another, as God wants them to do.</p> <p>The Holy Family; Mary, Joseph and Jesus give us an example of a happy and caring family.</p> <p>Prayer helps us to remember that God is always with us.</p> <p>Jesus wants us to love one another. We have been chosen by God to be a holy people.</p> <p>Respond- Remembering, celebrating and responding to the joys and sorrows of being a family at home and God's vision for every family.</p>	<p>People. The Family of God in Scripture.</p> <p>Explore- Our family trees.</p> <p>Reveal- The family of God in Scripture. Jesus had a human family like ours. The story of Abraham, the father of a great nation, who trusted God. The story of Jacob. The story of Ruth, King David's great grandmother. Solomon, a wise ruler. Joseph's role in Jesus' life.</p> <p>Respond- Remembering, celebrating and responding to our family trees and the family of God in Scripture.</p>	<p>Ourselves. Created in the image and likeness of God.</p> <p>Explore- A deepening awareness of 'Who I am'.</p> <p>Reveal- Ourselves as made in the image and likeness of God. You are holy people. The qualities God gives us and wants us to develop.</p> <p>Our unique God given qualities and gifts and our appreciation of difference. Christians are called to be like God and sometimes it takes courage to use these qualities for the service of others. Using our God given gifts, qualities and talents.</p> <p>God as a loving parent.</p> <p>Respond- Remembering, celebrating and responding to a deepening awareness of 'Who I am,' and ourselves as made in the image and likeness of God.</p>	<p>Loving. God who never stops loving.</p> <p>Explore- The love and care of people.</p> <p>Reveal- God's love is unconditional and never ending. God loves and cares for his people even in difficult times. We don't have to do anything to make God love us. Unconditional love. Forgiveness is an essential part of unconditional love. Knowing that we are loved, we can grow in love. God never stops loving.</p> <p>Respond- Remembering, celebrating and responding to the love and care of people around them and that God's love is unconditional and never ending.</p>
	Baptism Confirmation Belonging	<p>Welcome. Baptism; a welcome to God's Family</p> <p>Explore- What is to welcome and be welcomed.</p> <p>Celebration of welcome into school. Celebration of welcome into school, class or other setting.</p> <p>Reveal- Baptism: a welcome to God's family.</p> <p>How we welcome people into a family. Welcome into God's family through Baptism.</p> <p>How we welcome people into a family. Welcome into God's family through Baptism.</p> <p>Respond- Remembering, celebrating and responding to what it is to welcome and be welcomed.</p>	<p>Belonging. Baptism; an invitation to belong to God's family.</p> <p>Explore- Belonging to different groups.</p> <p>Reveal- Baptism is an invitation to belong to God's family. Jesus loves us.</p> <p>A family taking their child to be baptised. Introduce some elements of baptism. Sacrament of Baptism is celebrated in church.</p> <p>The role of parents and godparents in the Sacrament of Baptism. Through baptism Christians live the light and love of Jesus.</p> <p>Respond- Remembering, celebrating and responding to what it is to belong to many different groups and that Baptism is an invitation to belong to the Church's family.</p>	<p>Signs and Symbols. Signs and Symbols in Baptism.</p> <p>Explore- The love and care shown in the family</p> <p>Experience of signs and symbols.</p> <p>Reveal- God's love and care for every family.</p> <p>Review the Sacrament of Baptism. Signs and symbols: the welcome. Signs and symbols: baptism with water. Signs and Symbols: anointing with the oil of Chrism.</p> <p>Signs and symbols: the white garment. Signs and symbols: The Baptismal candle.</p> <p>Respond- Remembering, celebrating and responding to the experience of signs and symbols and the signs and symbols used in Baptism.</p>	<p>Promises. Promises made at Baptism.</p> <p>Explore- Belonging to a group involves promises and rules.</p> <p>Reveal- The meaning of the promises made at Baptism.</p> <p>The Sacrament of Baptism. The welcome and celebration of the Word of God. Litany of Saints. Commitment and promises made at Baptism.</p> <p>The Baptism and anointing. The giving of the white garment and the candle.</p> <p>Respond- Remembering, celebrating and responding to how belonging to a group involves promises and rules and the meaning of the promises made at Baptism.</p>	<p>Called. Confirmation; a call to witness.</p> <p>Explore- The response to being chosen.</p> <p>Reveal- Confirmation: A call to witness. 'The Call of Samuel' and 'David is Chosen'. Jesus Calls his Apostles. The Sacrament of Confirmation. The Call of Confirmation. Living in the Light. The witness of a Christian call – Sean Devereux.</p> <p>Respond- Remembering, celebrating and responding to being chosen and the Sacrament of Confirmation: A call to witness.</p>	<p>Life Choices. Marriage, Commitment and Service.</p> <p>Explore- Showing care and commitment.</p> <p>Reveal- The call to life and love within the community; marriage. We all have a Mission. The Different Ways of Living Our Mission. The Sacrament of Marriage; The Promises. The Blessing of Rings. Showing Love to One Another in Marriage.</p> <p>All are Called to Live in Love and Service.</p> <p>Respond- Remembering, celebrating and responding to showing care and commitment and the call to life and love within the community; marriage.</p>	<p>Vocation and Commitment. The Vocation of Priesthood and Religious Life.</p> <p>Explore- Commitment in life.</p> <p>Reveal- The vocation to the priesthood and religious life. Being Called. The Vocation of the Priest. The Sacrament of Ordination. The Call to Religious Life. Vows and Service. We all have a Vocation.</p> <p>Respond- Remembering, celebrating and responding to commitment in life and the vocation of priesthood and religious life.</p>
	Judaism Yearly	<p>Special Days/ Ritual Objects. Hanukkah.</p> <p>Look- There are special days. Holidays are special times. What is my favourite day of the week?</p> <p>Discover- Hanukkah; the story of oil lamp in the Temple.</p> <p>Respect- God cares for his people.</p>	<p>Stories. Abraham and Moses</p> <p>Look and Discover- Family; the story of the family of Abraham. Family stories. The Family of Abraham.</p> <p>Discover- The story of Moses. Moses leads the Jewish people to freedom.</p> <p>Discover and Respect- How God led the Jewish people. God led the Jewish people to freedom.</p>	<p>Prayer at Home. Shabbat.</p> <p>Look and Discover- Families gather and why Saturday is God's special day. Shabbat; God's special day. Why Saturday is God's special day.</p> <p>Discover- Shabbat blessings.</p> <p>Discover and Respect- Shabbat ends, appreciate that it is a family day of rest and happiness. Shabbat ends.</p>	<p>Places for Worship. The Synagogue.</p> <p>Look and Discover- There are special places: the synagogue. What is our special place? The synagogue the Jewish place of worship.</p> <p>Discover- Inside the synagogue.</p> <p>Discover and Respect- The synagogue is a community centre and respect for the importance of the synagogue. The synagogue is a community centre.</p>	<p>Holy Books. The Torah.</p> <p>Look and Discover- Books and the Torah.</p> <p>Discover- The Torah.</p> <p>Discover and Respect- Bar/bat Mitzvah. The importance of the Torah for the Jewish people. The Synagogue is a community centre.</p>	<p>Beliefs and Festivals. Pesach.</p> <p>Look and Discover- There are times for remembering and the story of the Exodus. There are times for remembering.</p> <p>Discover- The celebration of Passover/Pesach.</p> <p>Discover and Respect- Belief in one God: the Shema, God cares his people. Belief in one God: the Shema.</p>	<p>Belonging and Values – Rosh Hashanah, Yom Kippur</p> <p>Look and Discover- Making a new start; Rosh Hashanah. Making a new start. Rosh Hashanah. Discover- Yom Kippur. Rosh Hashanah. Discover and Respect- Yom Kippur and the value of atonement. Yom Kippur.</p>

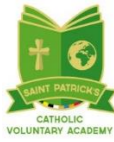


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:

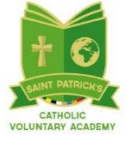


<p>Advent Christmas Loving</p>	<p>Birthday. Looking forward to Jesus Birthday.</p> <p>Explore- What a birthday is; waiting for a birthday. <i>Discover what a birthday is and how it may be celebrated.</i> <i>Appreciate how birthdays are waited for and celebrated.</i></p> <p>Reveal- Advent: looking forward to Christmas, the birthday of Jesus. <i>Advent, when people get ready for the birthday of Jesus at Christmas.</i> <i>Christmas, the birthday of Jesus.</i> <i>Advent, when people look forward to the birthday of Jesus at Christmas.</i> <i>The first Christmas and how people celebrate Jesus' birthday each year.</i></p> <p>Respond- Remembering, celebrating and responding to what a birthday is; waiting for a birthday.</p>	<p>Waiting. Advent a time to look forward to Christmas.</p> <p>Explore- About the times that it is necessary to wait and the use of that time. The times it is necessary to wait and how we use that time.</p> <p>Reveal- Advent: a time of waiting to celebrate Jesus' coming at Christmas Advent is a time of waiting. The Advent wreath helps us as we wait for Christmas. During Advent, we remember that Mary had to wait for the birth of Jesus. Mary helped Elizabeth while she was waiting for the birth of her baby. The birth of Jesus. The story of Christingle, sharing our love.</p> <p>Respond- Remembering, celebrating and responding to the times when it is necessary to wait and the use of that time Advent: a time of waiting to celebrate Jesus at Christmas</p>	<p>Preparations. Advent preparing to Celebrate Christmas.</p> <p>Explore- Preparing for special times. Reveal- Advent is four weeks of preparation for the celebration of the birth of Jesus. Advent: the time to prepare for the birth of Jesus. Isaiah, tells of the promised one. The Annunciation. The Visitation. Mary and Joseph prepare for the birth of the baby. Jesus comes to us as God's loving gift.</p> <p>Respond- Remembering, celebrating and responding to preparing for special times Advent: four weeks of preparation for the celebration of Jesus at Christmas.</p>	<p>Visitors. Advent waiting for the coming of Jesus.</p> <p>Explore- The demands and joys of visitors. Reveal- Advent: waiting for the coming of God in the person of Jesus. The Jesse Tree. Isaiah announces the coming of God. Advent: the Church prepares for the visit of God in the person of Jesus. The Annunciation and the Visitation. The Nativity and the visit of the shepherds. The visit of the Wise Men.</p> <p>Respond- Remembering, celebrating and responding to the demands and joys of visitors Advent: waiting for the coming of Jesus.</p>	<p>Gift. God's gift of love and friendship in Jesus.</p> <p>Explore- The gift of love and friendship. Reveal- Advent and Christmas: the Church's seasons of preparing to receive God's gift of love and friendship in Jesus. God's gift of love and friendship. God sent Jesus as a gift for everyone. Isaiah looked forward to God's gift: The Messiah. Gaudete Sunday. The birth of Jesus: Wise Men. The Church celebrates the gift of Jesus.</p> <p>Respond- Remembering, celebrating and responding to the gift of love and friendship Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus.</p>	<p>Hope. Advent; waiting in joyful hope for Jesus, the promised one.</p> <p>Explore- Waiting hopefully. Reveal- Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time. Advent: a time of waiting. Waiting for the Promised One. Waiting in hope for the Lord. A light in the darkness that brings hope. Jesus, the one who was waited for in hope, is born. We wait in hope for Christ to come again.</p> <p>Respond- Remembering, celebrating and responding to gifts of love and friendship in life and that Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time.</p>	<p>Expectations. Jesus born to show God to the world.</p> <p>Explore- The meaning of expectation. Reveal- Advent: a time of joyful expectation of Christmas, the Word becoming a human person, Jesus. Advent: the time of expectation. The prophet's expectation of the Messiah. Mary's expectation. The Word of God becomes the human person: Jesus. John the Baptist's expectation of Jesus. Christ will come again.</p> <p>Respond- Remembering, celebrating and responding to the experience of the meaning of expectation and Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus.</p>
<p>Local Church Community</p>	<p>Celebrating. People Celebrate in Church.</p> <p>Explore- What a celebration is. <i>Discover what a celebration is and how people celebrate.</i> <i>Discover what a celebration is, the elements of celebration and how people celebrate.</i></p> <p>Reveal- How the parish family celebrate. <i>What the parish family celebrates.</i> <i>How parish family celebrates – The Story of the Presentation.</i> <i>What the parish family celebrates.</i> The Presentation Story.</p> <p>Respond- Remembering, celebrating, and responding to what a celebration is and how the parish family celebrate.</p>	<p>Special People. People in the Parish Family.</p> <p>Explore- There are special people in our lives who are there to help us Reveal- On Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus Gathering at church on Sunday. People who help at Mass on Sunday. The parish family gathers to celebrate Mass with the priest on Sunday. Jesus is the most special person for the parish family. The parish family spends time together after Mass.</p> <p>Respond- Remembering, celebrating and responding to the experience of special people in our lives, who are there to help and that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus</p>	<p>Books. The Books used in Church.</p> <p>Explore- Different books used at home and in school. Reveal- The books used in Church on Sunday by the parish family. The Bible. The Gospels. The parish family listens to God's Word in the Gospel. A story from the Gospel of Matthew. Other books the parish family uses. Books the community use to respond at Mass.</p> <p>Respond- Remembering, celebrating and responding to books used at home and in school and the books used in Church on Sunday by the parish family.</p>	<p>Journeys. Christian Family's journey with Jesus.</p> <p>Explore- A journey through a year. Reveal- The Christian family's journey with Jesus through the Church's year. The Liturgical Year. The seasons of the Church's year. Ordinary Time. The feasts of Our Lady. Jesus wants us to love one another. The Christian's life journey of prayer.</p> <p>Respond- Remembering, celebrating and responding to a journey through a year and the Christian family's journey with Jesus.</p>	<p>Community. Life in the Local Christian Community; Ministries in the Parish.</p> <p>Explore- Belonging to a community. Reveal- The life of the local Christian community. Jesus chooses people to work with him. The parish community. How people within the parish serve the community in church. Ministries in the parish – reaching out to the community. Joining together as a loving community. The parish community celebrations.</p> <p>Respond- Remembering, celebrating and responding to belonging to a community and the life of the local Christian community.</p>	<p>Mission. Continuing Jesus Mission in Diocese Ecumenism.</p> <p>Explore- The mission of inspirational leaders. Inspirational communities. Reveal- Dioceses continue the work and mission of Jesus including ecumenism. Good News for the poor. Jesus begins His mission. What is a diocese? The mission of the diocese. May they all be one. Other Christian communities – may we all be one.</p> <p>Respond- Remembering, celebrating and responding to the mission of inspirational leaders and dioceses which continue the work and mission of Jesus including ecumenism.</p>	<p>Sources. The Bible, the special book for the Church.</p> <p>Explore- A wide variety of books and the purpose for which they were written. Reveal- The Bible as the story of God's love, told by the people of God. About the Bible. Kinds of books in the Bible. The Old Testament, Hebrew Scriptures. New Testament Books: Gospels. New Testament Books: Acts/Letters/Revelation. Bible in daily life.</p> <p>Respond- Remembering, celebrating and responding to the experience of a wide variety of books and the purpose for which they were written and the Bible as the story of God's love told by the People of God.</p>
<p>Eucharist Relating</p>	<p>Gathering. The Parish family gathers to celebrate Eucharist.</p> <p>Explore- How and why people gather together. <i>Discover what activities children and families like to do together.</i> <i>Play a game where children realise they need the support and encouragement of others.</i></p> <p>Reveal- The joy of gathering together to celebrate at mass. <i>The parish family gathering for Sunday Mass.</i></p>	<p>Meals. Mass, Jesus' special meal.</p> <p>Explore- Families and groups share special meals. The love and care shown in the family. Reveal- Mass as Jesus' special meal. Catholics go to Mass: A Special Meal. Mass is the special meal that celebrates the Last Supper. Preparing the special meal for the parish family. The Our Father: Preparation for Communion. Holy Communion.</p>	<p>Thanksgiving. Mass – a special time for saying thank you to God for everything especially Jesus.</p> <p>Explore- Different ways to say thank you. Being thanked and thanking others. Reveal- The Eucharist: the parish family thanks God for Jesus. Recall 'The Last Supper'. The Parts of the Mass. Words the parish family pray during the Eucharistic Prayer. Eucharistic Prayer for Children I.</p>	<p>Listening and Sharing. Jesus gives himself to us in a special way.</p> <p>Explore- Listening and sharing with one another. Reveal- Listening to the Word of God and sharing in Holy Communion. The people gather and the Introductory Rite. The people give Glory to God: The Gloria. The Liturgy of the Word. The offering of the Gifts. The Eucharistic Prayer.</p>	<p>Giving and Receiving. Living in communion.</p> <p>Explore- Giving and receiving every day. Reveal- The Eucharist challenges and enables living and growing in communion. Greeting: The Introductory Rite. Gathering in love. The Penitential Act. Communion Rite. The Concluding Rite.</p> <p>Respond- Remembering, celebrating and responding to giving and</p>	<p>Memorial Sacrifice. The Eucharist, the living memorial of Jesus' sacrifice.</p> <p>Explore- How memories are kept alive. Reveal- The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way. Remembering the Passover. The Last Supper. The Eucharist is a Memorial. The Eucharist is a Sacrifice. Eucharistic Prayer II. Sacrifice in Daily Life.</p>	<p>Unity. Eucharist enables people to live in communion.</p> <p>Explore- What nourishes and what spoils friendship and unity. Reveal- The Eucharist challenges and enables the Christian family to live and grow in communion every day. Jesus' Prayer for Unity. In Communion with Jesus. The Eucharist challenges Christians to live in communion. The Our Father.</p>

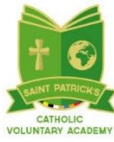


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:

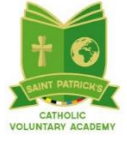


	<p>The parish family gathering to listen to God's word. The parish family gathers together for Sunday Mass. The joy of gathering to listen to God's Word.</p> <p>Respond- Remembering, celebrating and responding to how and why people gather together and the joy of gathering together to celebrate at Mass.</p>	<p>The parish family gathers for a celebration after Mass. Respond- Remembering, celebrating and responding to families and groups share special meals and Mass as Jesus' special meal.</p>	<p>We give thanks to God for giving us Jesus in Holy Communion. Going out after Mass. Respond- Remembering, celebrating and responding to different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.</p>	<p>The Communion Rite. Respond- Remembering, celebrating and responding to listening and sharing with one another and listening to the Word of God and sharing in Holy Communion.</p>	<p>receiving every day and that the Eucharist challenges and enables living and growing in communion.</p>	<p>Respond- Remembering, celebrating and responding to how memories are kept alive. The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.</p>	<p>Prayer for peace and unity and Sign of Peace. Holy Communion. Respond- Remembering, celebrating and responding to the experience of what nourishes and what spoils friendship and unity and that the Eucharist challenges and enables the Christian family to live and grow in communion every day.</p>
Lent Easter Giving	<p>Growing. Looking forward to Easter.</p> <p>Explore- Spring is a time when things begin to grow. Recognise growth in nature. Recognise growth in nature and discover the ways in which things grow. Reveal- Lent: a time to grow in love to be more like Jesus and to look forward to Easter. Learn about Lent; a time for growing in love. Good Friday and looking forward to Easter. Learn about Lent: a time to grow more like Jesus. Good Friday and celebrating Easter. Respond- Remembering, celebrating and responding the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter.</p>	<p>Change. Lent, a time for change.</p> <p>Explore- We change and grow. Reveal- Lent; a time to change in preparation for the celebration of Easter. Ash Wednesday, Lent begins. Lent is an opportunity to change. A new start. The story of Palm Sunday. Jesus died on Good Friday. Easter Sunday, Jesus is alive. Respond- Remembering, celebrating and responding to the experience of how we change and grow, and that Lent is a time to change in preparation for the celebration of Easter.</p>	<p>Opportunities. Lent, an opportunity to start a new in order to celebrate Jesus' new life.</p> <p>Explore- The love and care shown in the family. Each day offers opportunities for good. Reveal- Lent, the opportunity to turn towards what is good in preparation for Easter. Ash Wednesday. Lent is an opportunity to choose to do good. The events of Palm Sunday. The events of Maundy Thursday. The events of Good Friday. Easter Sunday: new life. Respond- Remembering, celebrating and responding to how each day offers opportunities for good and Lent, the opportunity to turn towards what is good in preparation for Easter.</p>	<p>Giving All. Lent, a time to remember Jesus' total giving.</p> <p>Explore- How people give themselves. Reveal- Lent, a time to remember Jesus total giving. Lent; an opportunity for giving. Parents and children should love and respect one another, as God wants them to do. A new way of living. Sometimes it is hard to be totally giving. Jesus' total giving. Jesus is risen. Respond- Remembering, celebrating and responding to how people give of themselves and that Lent is a time to remember Jesus' total giving.</p>	<p>Self-Discipline. Celebrating growth to new life.</p> <p>Explore- The love and care shown in the family. Self-discipline is a winner. Reveal- Celebrating growth to new life through self-discipline. Lent, the opportunity to grow spiritually. How to live during Lent. Living in God's way. Holy Week: Holy Thursday. Holy Week: Good Friday. Easter: The Empty Tomb. Respond- Remembering, celebrating and responding to self-discipline is important and celebrating growth to new life through self-discipline.</p>	<p>Sacrifice. Lent, a time of aligning with the sacrifice already made by Jesus.</p> <p>Explore- Giving or refusing to give; appreciating the cost of giving. Reveal- Lent a time of giving in preparation for the celebration of the sacrifice of Jesus. Lent, the opportunity to turn away from evil. The betrayal of Jesus by Judas Iscariot. The arrest of Jesus. The sacrifice of Jesus. Good Friday- the crucifixion. Ester Sunday. Respond- Remembering, celebrating and responding to giving and refusing to give and appreciating the cost of giving and Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus.</p>	<p>Death and New Life. Celebrating Jesus' death and Resurrection.</p> <p>Explore- The love and care of people. How loss and death bring about change for people. Reveal- The Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life. Lent, a time to remember the suffering and death of Jesus. Jesus; the Bread of Life. Unless a grain of wheat dies. The raising of Lazarus. Good Friday of the Passion of the Lord. The Easter Vigil; celebrating the new life of Easter. Respond- Remembering, celebrating and responding to loss and death which brings about change for people and the Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life.</p>
Pentecost Serving	<p>Good News. Passing on the good news of Jesus.</p> <p>Explore- That everyone has good news. That everyone has Good News to share. That everyone has Good News to tell. Reveal- Pentecost; the celebration of the Good News of Jesus. Jesus sends a new friend, the Holy Spirit. Pentecost: The joy and happiness the Good News of Jesus brings. The coming of the Holy Spirit. Pentecost: The celebration of the Good News of Jesus. Respond- Remembering, celebrating and responding to the understanding that everyone has Good News and that Pentecost is the celebration of the Good News of Jesus.</p>	<p>Holidays and Holydays. Pentecost, feast of the Holy Spirit.</p> <p>Explore- Holidays as days to be happy. Holidays are different from other days and they should be days to be happy. Reveal- Pentecost: a holy day, the feast of the Holy Spirit. What a holy day is. Ascension Day: Jesus goes back to his Father. Pentecost: The Holy Day. Pentecost Day. Pentecost: The birthday of the Church. Spreading the Good News. Respond- Remembering, celebrating and responding to holidays as days to be happy and Pentecost: A holy day, the feast of the Holy Spirit.</p>	<p>Spread the Word. Pentecost, a time to spread the good news.</p> <p>Explore- Passing on messages. Reveal- Pentecost, spreading the Gospel message through the gift of the Holy Spirit. Jesus is risen. Jesus promises to send the Holy Spirit. The Ascension. Pentecost Day. Passing on the Good News. Spreading the Word by our lives. Respond- Remember, celebrate and respond to passing on messages, and Pentecost, spreading the Gospel message through the gift of the Holy Spirit.</p>	<p>Energy. Gifts of the Holy Spirit.</p> <p>Explore- The energy of fire and wind. Reveal- The wonder and power of the Holy Spirit. The Ascension: Jesus goes back to his Father and promises to send the Holy Spirit. The coming of the Holy Spirit. The Church celebrates Pentecost. The Holy Spirit energises us. The gifts of the Holy Spirit. Respond- Remembering, celebrating and responding to the energy of fire and wind and the wonder and power of the Holy Spirit.</p>	<p>New Life. To hear and live the Easter message.</p> <p>Explore- How good news brings life. Reveal- The new life of the Easter message is spread through the power of the Holy Spirit. Pentecost. The Holy Spirit gives courage to Peter and John. The Ethiopian receives the new life of Jesus. The story of Paul. Paul spreads the Good News. The Holy Spirit gave Paul new life and happiness. Respond- Remembering, celebrating and responding to good news bringing life and the new life of the Easter message is spread through the power of the Holy Spirit.</p>	<p>Transformation. Celebration of the Sprits Transforming Power.</p> <p>Explore- Transforming energy. Reveal- Pentecost; the celebration of the Spirit's transforming power. On the road to Emmaus. The gift of the Holy Spirit for everyone. Saul is transformed by the Holy Spirit. Transformed by the Holy Spirit. The fruits of the Holy Spirit. Living transformed by the Holy Spirit. Respond- Remembering, celebrating and responding to transforming energy and that Pentecost is the celebration of the Spirit's transforming power.</p>	<p>Witnesses. The Holy Spirit enables people to become witness.</p> <p>Explore- The courage to be a witness. Reveal- Pentecost: The Holy Spirit enables people to witness to the Easter message. Jesus appears to his disciples. The Ascension of Jesus. Stephen chosen to spread the Word. Witnesses to the Easter Message: Lydia. Modern witnesses to the power of the Holy Spirit. Ourselves as witnesses. Respond- Remembering, celebrating and responding to the courage to be a witness and Pentecost: The Holy Spirit enables people to witness to the Easter message.</p>
Reconciliation Inter-relating	<p>Friends. Friends of Jesus.</p> <p>Explore- We can make friends. Being a friend. Making friends and being a friend.</p>	<p>Being Sorry. God helps us to choose well. Sacrament of Reconciliation.</p> <p>Explore- We have choice – sometimes we choose well, and sometimes wrongly.</p>	<p>Rules. Reasons for rules in the Christian family. Sacrament of Reconciliation.</p> <p>Explore- How rules can help at home and in school.</p>	<p>Choices. The importance of examination of conscience. Sacrament of Reconciliation.</p> <p>Explore- Choices have consequences.</p>	<p>Building Bridges. Admitting wrong, being reconciled with God and each other. Sacrament of Reconciliation.</p> <p>Explore- Building bridges of friendship.</p>	<p>Freedom and Responsibility. Commandments enable Christians to be free and responsible.</p> <p>Explore- Freedom involves responsibility.</p>	<p>Healing. Sacrament of the Sick.</p> <p>Explore- When people become sick and need care. Reveal- The Sacrament of the Anointing of the Sick.</p>

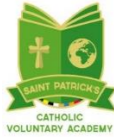


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	<p>Reveal- Jesus had good friends; what Jesus tells us about friendship. <i>We can be friends of Jesus.</i> <i>What Jesus tells us about being friends.</i> <i>Jesus had friends, we can be friends of Jesus.</i> <i>Jesus' rule for friends.</i></p> <p>Respond- Remembering, celebrating and responding to how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.</p>	<p>Reveal- God helps us to choose well and to be sorry. God forgives us. Jesus helps us when we make wrong choices. Jesus forgives us when we make wrong choices. God helps us to be kind. Recognise that we need forgiveness. Saying sorry. We are happy when we love one another.</p> <p>Respond- Remembering, celebrating and responding to the experience of choice – sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry. God forgives us.</p>	<p>Reveal- The reasons for rules in the Christian family. God's rule for people. Breaking rules. Being sorry and forgiving others. Jesus teaches his disciples about forgiving. The Sacrament of Reconciliation. Sign of peace.</p> <p>Respond- Remembering, celebrating and responding to how rules can help at home and in school and the reasons for rules in the Christian family.</p>	<p>Reveal- The importance of conscience in making choices. Two sons make choices. The meaning of sin and the examination of life (conscience). God has forgiven you. The Sacrament of Reconciliation. What happens at the Sacrament of Reconciliation. Thanksgiving for God's love.</p> <p>Respond- Remembering, celebrating and responding to choices have consequences and the importance of conscience in making choices.</p>	<p>Reveal- The importance of admitting wrong, and being reconciled with God and one another. Everyone is loved by Jesus. Sin and Examination of Conscience. The Sacrament of Reconciliation: contrition. Penitential Rite 1 and 2. Absolution. Bridge building in the Christian community.</p> <p>Respond- Remembering, celebrating and responding to building bridges of friendship and the importance of admitting wrong and being reconciled with God and one another.</p>	<p>Reveal- God's rules for living freely and responsibly – the Commandments. The giving of the Ten Commandments. The Ten Commandments. The Greatest Commandment. Using freedom for good. The Beatitudes. God is loving and merciful.</p> <p>Respond- Remembering, celebrating and responding to the understanding that freedom involves responsibility and God's rules for living freely and responsibly – the Commandments.</p>	<p>Jesus cares for the sick. Caring for those in need; a Christian responsibility. Sacrament of the Anointing of the Sick. The Sacrament of the Anointing of the Sick during Mass. The Sacrament of the Anointing of the Sick for those who are very ill. Lourdes, a place of healing.</p> <p>Respond- Remembering, celebrating and responding to the experience of when people become sick and have need of care and the Sacrament of the Anointing of the Sick.</p>
<p>Islam 2024-2025</p>	<p>Special Days/ Ritual Objects. Prayer Mats.</p> <p>Look- Special objects. <i>Special object.</i> <i>My precious object.</i></p> <p>Discover- Special objects for Muslims. Respect- Muslims' special objects.</p>	<p>Stories. Muhammad.</p> <p>Look and Discover- Special stories and Muhammad. Special stories. The story of Muhammad. Discover- Story about Muhammad. Discover and Respect- Muhammad preached kindness and Muhammad is important for Muslim people. Muhammad preached kindness.</p>	<p>Prayer at Home. Prayer at Home.</p> <p>Look and Discover- Quiet times and Muslims pray at home. Quiet times. Muslims pray at home. Discover- The Muslim home. Discover and Respect- The Muslim family and Prayer is important for Muslims.</p>	<p>Places for Worship. The Mosque.</p> <p>Look and Discover- Special buildings and going to the mosque. Special buildings. Going to the mosque. Discover- Inside the mosque. Discover and Respect- The activities at the mosque and respect for the importance of the mosque. The activities at the mosque.</p>	<p>Holy Books. The Qur'an.</p> <p>Look and Discover- Important books, the Qur'an. Important books. The Qur'an. Discover- The importance of the Qur'an. Discover and Respect- The 99 beautiful names for Allah and the Qur'an guides the lives of Muslims. The 99 beautiful names for Allah.</p>	<p>Beliefs and Festivals. Ramadan and Pilgrimage.</p> <p>Look and Discover- Special times and Ramadan. Special times. Ramadan. Discover- Eid-ul-Fitr. Discover and Respect- Pilgrimage to Makkah.</p>	<p>Belonging/ Values – Guidance for Muslims</p> <p>Look and Discover- Guidance in life and the five pillars of Islam. Guidance in life. The five pillars of Islam. Discover- Zaka, giving to the poor. Discover and Respect- Care for creation. Allah's care for creation.</p>
<p>Sikh 2025-2026</p>	<p>Special Days/ Ritual Objects. Prayer Mats.</p> <p>Look- Special clothes. <i>Some people wear special clothes.</i> <i>Sikhs wear special clothes.</i> Discover- Sikhs like to share. Respect- Sikhs celebrate Diwali and Sikhs share with everyone.</p>	<p>Prayer at home. Sikh Daily Life.</p> <p>Look and Discover- Stories about people and the story of Guru Nanak. Stories about people. The story of Guru Nanak. Discover- Guru Nanak teaches about sharing. Discover and Respect- Guru Nanak chooses a Guru to follow him; Guru Nanak was a wise teacher. Guru Nanak chooses a Guru to follow him.</p>	<p>Prayer at Home. Sikh Daily Life.</p> <p>Look and Discover- Our families and Sikh families. Our families. Sikh families. Discover- Sikh families pray together. Discover and Respect- Family life is important for Sikhs. A new baby.</p>	<p>Places for Worship. Gurdwara, Langar Amritsar.</p> <p>Look and Discover- Welcoming people and the gurdwara. Welcoming people. The gurdwara. Discover- Langar. Discover and Respect- Amritsar and special places of worship for Sikhs. Amritsar: the golden Temple.</p>	<p>Holy Books. Guru Granth Sahib.</p> <p>Look and Discover- Books are important and the Guru Granth Sahib is important for Sikhs. Books are important. The Guru Granth Sahib. Discover- The first gurus. The first five Gurus. Discover and Respect- Guru Gobind Singh and the gurus guide and teach the Sikhs. Guru Gobind Singh.</p>	<p>Beliefs and Festivals. Baisakhi, The Khalsa, Mool Mantra.</p> <p>Look and Discover- Belonging to a group and the beginning of the Kalsha. Belonging to a group. Discover- Signs of the Khalsa. Discover and Respect- One God and the Khalsa show the Sikh's commitment. One God.</p>	<p>Belonging/ Values</p> <p>Look and Discover- Guidelines for living. Guidelines for living for Sikhs. Discover- Sewa, service to others. Discover and Respect- Sikh's concern for the earth and respect for Sikh's beliefs and lifestyle. Sikh's concern for the earth.</p>
<p>Hinduism 2023-2024</p>	<p>Special Days/ Ritual Objects. Diwali.</p> <p>Look- We all celebrate. <i>There are times when we celebrate.</i> <i>We celebrate together with everyone.</i> Discover- Diwali, a festival of lights. Respect- Diwali is important for Hindu people.</p>	<p>Stories. Krishna and Ganesha – Raksha Bandhan.</p> <p>Look and Discover- Stories we enjoy and the story of Ganesha. Stories we enjoy. Hindu stories; Ganesha. Discover- The story of the birth of Krishna. Discover and Respect- A story of Rakhi; appreciation that shard stories bring people together. A story of Rakhi.</p>	<p>Prayer at Home. Puja.</p> <p>Look and Discover- Quiet times and the Hindu home shrine. Quiet times. The Hindu home shrine. Discover- Puja at home. Hindus pray at home. Discover and Respect- The Hindu home: respect for the Hindu's home life of prayer. The Hindu home.</p>	<p>Places for Worship. The Mandir</p> <p>Look and Discover- Special places and the Mandir. Special places. The mandir a special place for Hindus. Discover- Inside the mandir. Discover and Respect- Puja and arti in the mandir: respect for the way Hindus worship. Puja and arti in the mandir.</p>	<p>Holy Books. Vedas & Bhagavad – Gita</p> <p>Look and Discover- Special books and Vedas and Bhagavad-Gita. Special books. Hindu holy books. Discover- Learning from scripture. Discover and Respect- Hindu search for truth through their stories and sacred writings guides their lives. Hindus search for truth through their stories.</p>	<p>Beliefs and Festivals. Belief in One God.</p> <p>Look and Discover- What is important? Brahman, the supreme Hindu God. What is important? Brahman, the supreme Hindu God. Discover- The story of Brahman. Discover and Respect- Hindu search for truth through their stories and sacred writings guides their lives. Pilgrimage.</p>	<p>Belonging/ Values – Karma</p> <p>Look and Discover- Rules and Karma. Rules. Karma. Discover- Dharma. Discover and Respect- Hindus care for creation.</p>

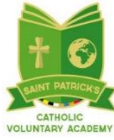


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	Universal Church World	<p style="text-align: center;">Our World. God's wonderful world.</p> <p>Explore- What we love and wonder about our world. <i>What we love about our world.</i> <i>What we love and wonder about our world.</i></p> <p>Reveal- God gave us this wonderful world.</p> <p><i>God created the world and said, "Indeed it is very good".</i> <i>Taking care of God's world.</i> <i>Everyone shares in God's world.</i> <i>Praising God for our Wonderful World.</i></p> <p>Respond- Remembering, celebrating and responding to what we love and wonder about our world; God gave us this wonderful world.</p>	<p style="text-align: center;">Neighbours. Neighbours share God's world.</p> <p>Explore- Neighbours all around. Recognise that we are all neighbours.</p> <p>Reveal- Everyone is our neighbour and is loved by God. Give thanks to God for neighbours everywhere. To tell of God's greatness all over the world. Jesus taught his friends to be good neighbours. Everyone is our neighbour. How to be a global neighbour. To discover new ways of helping our neighbours.</p> <p>Respond- Remembering, celebrating and responding to neighbours all around; everyone is a neighbour loved by God.</p>	<p style="text-align: center;">Treasures. God's treasure, the world.</p> <p>Explore- What we treasure.</p> <p>Reveal- The world is God's treasure given to us. God created the world – a treasure for us to share. God's world is a precious treasure. To know that we are God's treasure. To appreciate and value God's treasure – water. Caring for God's world – giving thanks and praise. Give glory to God for the treasures of his world.</p> <p>Respond- Remembering, celebrating and responding to what we treasure, and the world is God's treasure given to us.</p>	<p style="text-align: center;">Special places. Holy places for Jesus and the Christian people.</p> <p>Explore- Everyone had a special place.</p> <p>Reveal- Special Places for Jesus and the Christian Community. Special places for Jesus. Special places for the Christian community. Holy places of worship. The world as a special place for the Christian community. Respecting our world as a special place. We have a special place in our hearts where God dwells.</p> <p>Respond- Remembering, celebrating and responding to: everyone has a special place and special places for Jesus and for the Christian community.</p>	<p style="text-align: center;">God's people. Different Saints show people what God is like.</p> <p>Explore- Ordinary people who do extraordinary things.</p> <p>Reveal- Different saints show people what God is like. The Communion of Saints: showing people what God is like. Christians are invited to be saints. Oscar Romero- a recent martyr showing us what God is like. An ordinary person showing us what God is like. Saint Teresa of Kolkata living out what she believed. Martin Luther King- showing the love of Jesus in his life and actions.</p> <p>Respond- Remembering, celebrating and responding to ordinary people who do extraordinary things and different saints who show us what God is like.</p>	<p style="text-align: center;">Stewardship. The Church is called to the Stewardship of creation.</p> <p>Explore- Caring for the Earth. Transforming energy.</p> <p>Reveal- The Church is called to Stewardship of Creation. The wonders of God's creation. The task of stewardship- caring for God's creation. Ways to be stewards of God's creation. We are called to Stewardship. Caring for God's people. Being good stewards of all the resources entrusted to us.</p> <p>Respond- Remembering, celebrating and responding to caring for the Earth and that the Church is called to stewardship of Creation.</p>	<p style="text-align: center;">Common Good. Work for the world-wide Christian family.</p> <p>Explore- Justice for the good of all.</p> <p>Reveal- The work of Christians for the common good of all. God asks us to live justly. God sent Jesus to bring the Good News to everyone. Jesus taught us how to live justly in our world. Catholic Social Teaching is about continuing the work of Jesus. The Common Good. Jesus gave Christians a new way of living.</p> <p>Respond- Remembering, celebrating and responding to the experience of justice for the good of all and the work of Christians for the common good of all.</p>
--	-----------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



St Patrick's Catholic Voluntary Academy

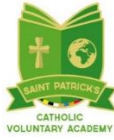
Religious Education Content Subject Organiser and End Points:



Religious Education Assessment framework (Substantive knowledge) End Points:

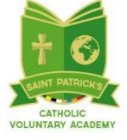
	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
FS2 children can	Good News <ul style="list-style-type: none"> recognise the Pentecost story as a religious story recognise and use some religious words – Pentecost, Good News, Alleluia, Easter, Holy Spirit recognise that Christians are happy at Pentecost and go to Church to celebrate the Good News talk about how I feel when I hear and share good news say what I wonder about good news and about Pentecost day and the Holy Spirit 	Good News <ul style="list-style-type: none"> recognise the different ways in which the Holy Spirit is represented
	Friends <ul style="list-style-type: none"> recognise the story of Jesus' rule for friends as a religious story recognise Jesus' words 'love one another' recognise that Christians show love for one another because Jesus asked them to do so talk about my own experiences and feelings about what a friend is and making friends say what I wonder about what makes people friends 	Friends <ul style="list-style-type: none"> recognise Jesus' words 'love one another' and share how we might do this
	Our World <ul style="list-style-type: none"> recognise some words and phrases from the Psalms recognise that people want to take care of the world and share with others because God said, 'Take care of my world' talk about my own experiences of the world and what I love about it say what I wonder about the world and how we can all work together to care for the world 	Our World <ul style="list-style-type: none"> give examples of the way in which we can take care of God's world

	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Year 1 children can	Families <ul style="list-style-type: none"> recognise that some psalms tell us about God's love recognise that Jesus was part of a happy family use some simple prayers and explain why we and others say them to thank God for the love and care given during the day talk about my own experiences and feelings about the love and care shown to me in my family say what I wonder about how families show love and care for each other and how God loves us 	Families <ul style="list-style-type: none"> retell some of the psalms in my own words draw/write about how Jesus grew up in a happy family describe the importance of prayer for Christians to thank God for His love and care ask and answer questions about my own and others' experiences and feelings about love and care in our families talk with my friends about some questions that are difficult to answer about my learning on families
	Belonging <ul style="list-style-type: none"> recognise that the story of Jesus and the children is a religious story recognise and use some religious words and phrases used in Baptism recognise that some babies are taken to Church to be baptised talk about my own experiences and feelings about belonging to different groups say what I wonder about belonging and what that means 	Belonging <ul style="list-style-type: none"> retell the story of Jesus and the children use religious words and phrases to describe some actions and symbols used in Baptism describe how Baptism is an invitation to belong to God's family and the Church family ask and answer questions about my own and others' experiences and feelings about belonging to different groups talk with my friends about some questions that are difficult to answer about my learning on Baptism and becoming a Christian
	Waiting <ul style="list-style-type: none"> recognise the Christmas stories are religious stories recognise the Advent wreath, calendar, the colour purple and the crib as religious signs and use some religious words and phrases recognise that Advent is a time of waiting for Christians talk about my own experiences and feelings about waiting say what I wonder about how people feel and act whilst waiting 	Waiting <ul style="list-style-type: none"> retell the story of Jesus' birth use religious words and phrases to describe some religious traditions and symbols of Advent describe how Christians use the time of Advent to help them wait for the birth of Jesus at Christmas ask and answer questions about my own and others' experiences of waiting and how it feels talk with my friends about some questions that are difficult to answer about my learning on waiting and Advent
	Special People <ul style="list-style-type: none"> recognise some stories about Jesus some religious signs, symbols and words linked to the Mass recognise that people, because of their religion, gather to celebrate Mass talk about my own experiences and feelings about special people I know and have met say what I wonder about how special people help me 	Special People <ul style="list-style-type: none"> retell some stories about Jesus' life use religious words and phrases to describe some parts of the Mass celebration describe some of the ways people help with the preparation and celebration of Mass ask and answer questions about what makes a person special talk with my friends about what they and I wonder about what makes someone special



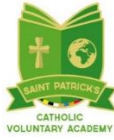
St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



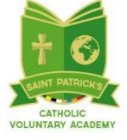
	<p>Meals</p> <ul style="list-style-type: none"> recognise the story of the Last Supper some religious signs, symbols and words linked to Communion at Mass recognise that people, because of their religion, gather to celebrate Mass talk about my own experiences and feelings about meals which are special to me say what I wonder about why people share special meals 	<p>Meals</p> <ul style="list-style-type: none"> retell the story of the Last Supper use religious words and phrases to describe what happens at Communion at Mass describe some of the ways the parish family gathers to celebrate ask and answer questions about meals which are special to them talk with my friends about what they and I wonder about meals which are special to them
	<p>Change</p> <ul style="list-style-type: none"> recognise the story of Palm Sunday, Good Friday and Easter Sunday recognise some religious signs, symbols and words linked to Ash Wednesday, Lent and Easter Sunday recognise that people use the opportunity of Lent to change and make a new start talk about my own experiences and feelings about changing say what I wonder the ways in which change happens 	<p>Change</p> <ul style="list-style-type: none"> retell the story of Palm Sunday, Good Friday and Easter Sunday describe some religious signs, symbols and words linked to Ash Wednesday, Lent and Easter Sunday describe how believers choose to use the opportunity of Lent to change and make a new start ask and answer questions about how we can change talk with my friends about what they and I wonder about the ways in which change happens
	<p>Holidays & Holydays</p> <ul style="list-style-type: none"> recognise the story of Pentecost recognise some religious signs, symbols and words linked to the Holy Spirit recognise what a holy day is and what people do on these days talk about my own experiences and feelings of holidays and holy days say what I wonder about what makes a holiday a happy time 	<p>Holidays & Holydays</p> <ul style="list-style-type: none"> retell the story of the coming of the Holy Spirit at Pentecost describe some religious signs, symbols and words linked to Pentecost and the coming of the Holy Spirit describe what people do on a Holy day and why ask and answer questions about the difference between ordinary days and holidays talk with my friends about what they and I wonder about the Holy Spirit
	<p>Being Sorry</p> <ul style="list-style-type: none"> recognise the story of the call of Levi and the story of Zacchaeus recognise some religious words like 'forgiveness' and 'be sorry' recognise that people say sorry and forgive each other because they follow Jesus talk about my own experiences and feelings about making choices say what I wonder about in making choices 	<p>Being Sorry</p> <ul style="list-style-type: none"> retell the story of the call of Levi and the story of Zacchaeus use religious words and phrases to describe how people say sorry and forgive each other describe how the priest uses God's power to forgive those who are sorry and say so ask and answer questions about choices and their consequences talk with my friends about what they and I wonder about how it can be difficult to forgive others
	<p>Neighbours</p> <ul style="list-style-type: none"> recognise that everyone is our neighbour recognise that we and our neighbours are loved by God recognise that as neighbours we should act fairly towards each other talk about my own experience and feelings about neighbours say what I wonder about neighbours near me and in those in the wider world 	<p>Neighbours</p> <ul style="list-style-type: none"> retell special stories about Jesus and his friends draw/write, describe ways of being a good global neighbour describe some ways that I and others be a good neighbour to others around the world ask and respond to questions about my own and others' experiences and feelings about neighbours talk with my friends about some questions that we wonder about, some of which are difficult to answer

	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Year 2 children can	<p>Beginnings</p> <ul style="list-style-type: none"> recognise that the special story of Creation is a religious story recognise and use some religious words about different types of prayers recognise that people are kind and loving because God made them talk about my own experiences and feelings about new beginnings say what I wonder about the beauty of God's creation and the excitement that a new start can bring 	<p>Beginnings</p> <ul style="list-style-type: none"> retell the story of Creation and some of the psalms use religious words and phrases to describe the importance of prayer and prayer spaces describe how Christians pray at the beginning of the day ask and answer questions about my own and others' experiences of and feelings about new beginnings ask questions about what I and others wonder about why some beginnings are easy and some are difficult and realise that some questions are difficult to answer
	<p>Signs and Symbols</p> <ul style="list-style-type: none"> recognise the signs and symbols used in Baptism and use some religious words and phrases used in the sacrament recognise that some babies are taken to Church to be baptised talk about my own experiences and feelings about signs which help me in daily life and symbols which are important to me say what I wonder about the meaning and importance of some symbols in my life 	<p>Signs and Symbols</p> <ul style="list-style-type: none"> use religious words and phrases to describe some actions and symbols used in Baptism describe some ways in which Christians live as followers of the light of Christ ask and answer questions about the reasons for the importance of certain symbols in my life ask questions about what I and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer
	<p>Preparing</p> <ul style="list-style-type: none"> recognise that the special story of Jesus' birth is a religious story recognise some religious signs and symbols and use some religious words and phrases connected with Advent, for example Advent wreath, calendar, crib recognise that Christians prepare in a special way during Advent 	<p>Preparing</p> <ul style="list-style-type: none"> retell the stories of the Annunciation, the Visitation and the Nativity use religious words and phrases to describe the customs of Advent describe how Christians follow Jesus as the light of the world and live that out in their lives ask and answer questions about my own and others' experiences of and feelings about how important it is to prepare well

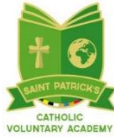


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	<ul style="list-style-type: none"> talk about my own experiences and feelings of preparing for special occasions say what I wonder about the amount of time and care involved in preparing for Christmas 	<ul style="list-style-type: none"> ask questions about what I and others wonder about Advent the importance of preparing well and realise that some questions are difficult to answer
	<p>Books</p> <ul style="list-style-type: none"> recognise that the Bible is a special book and also recognise other special books used in church recognise some religious signs and symbols and use some religious words and phrases connected with the Mass and the Gospels recognise some of the ways in which people take part in the celebration of the Mass talk about my own experiences and feelings of the different books I use at home and school say what I wonder about the importance of books in my life 	<p>Books</p> <ul style="list-style-type: none"> retell the story of the Baptism of Jesus use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel describe how the Gospels are used by the parish family and 'lived out' ask and answer questions about my own and others' experiences of and feelings about different books used ask questions about what I and others wonder about the need for books and their importance in our lives and realise that some questions are difficult to answer
	<p>Thanksgiving</p> <ul style="list-style-type: none"> recognise the story of the Last Supper recognise some religious signs and symbols and use some religious words and phrases used in the Eucharist (Mass) recognise that Catholics go to Mass to give thanks to God and remember what Jesus did talk about my own experiences and feelings of receiving and giving thanks say what I wonder about how others feel when they are thanked 	<p>Thanksgiving</p> <ul style="list-style-type: none"> retell the story of the Last Supper use words and phrases from the Mass to describe how Catholics give thanks to God describe how Catholics try to live what they have experienced at Mass in their daily lives ask and answer questions about my own and others' experiences of and feelings about giving and receiving thanks ask questions about what I and others wonder about receiving and giving thanks and realise that some questions are difficult to answer
	<p>Opportunities</p> <ul style="list-style-type: none"> recognise the story of Palm Sunday, the Last Supper, Good Friday and Easter Sunday recognise some religious signs, symbols and words linked to Ash Wednesday, Lent Holy Week and Easter Sunday recognise that people use the opportunity of Lent to choose to do good talk about my own experiences and feelings of using opportunities for good say what I wonder about the good things that they see others doing 	<p>Opportunities</p> <ul style="list-style-type: none"> retell the story of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday use religious words and phrases to describe the religious actions and symbols of Lent, Holy Week and Easter describe some of the ways in which Christians use the time of Lent to find ways to help others ask and answer questions about my own and others' experiences of and feelings about opportunities that are offered to choose good ask questions about what I and others wonder about how people make choices and realise that some questions are difficult to answer
	<p>Spread the Word</p> <ul style="list-style-type: none"> recognise and retell the story of Jesus' Resurrection and the coming of the Holy Spirit recognise some religious signs, symbols and words linked to Pentecost and use religious words and phrases to describe them recognise how the disciples changed through the power of the Holy Spirit talk about my own experiences and feelings of passing on and receiving messages say what I wonder about new life and the Holy Spirit ask questions about what I and others wonder about how the power of the Holy Spirit affects people 	<p>Spread the Word</p> <ul style="list-style-type: none"> make links between the story of Jesus' Resurrection and Christian belief in the Holy Spirit give reasons for the religious actions and symbols used during the season of Pentecost describe some of the ways in which the power of the Holy Spirit changed the disciples and us as Christians give reasons for the actions of some because of the power of the Holy Spirit make links to show how feelings and actions are shaped through the power of the Holy Spirit compare my own and others' ideas about questions that are difficult to answer linked to Pentecost ask and answer questions about my own and others' experiences of and feelings about passing on and receiving messages
	<p>Rules</p> <ul style="list-style-type: none"> recognise and retell the story of Peter asking forgiveness as a religious story recognise some religious signs and symbols that Christians use to express sorrow and forgiveness use words and phrases to describe the examination of conscience and the Sacrament of Reconciliation recognise that people say sorry and ask forgiveness because they are followers of Jesus describe how Christians try to practise Jesus' commandment of love, peace and reconciliation talk about my own experiences and feelings about rules in their life say what I wonder about the importance of keeping rules for themselves and others. 	<p>Rules</p> <ul style="list-style-type: none"> make links between the story of Peter asking forgiveness and the Christian belief in forgiveness use words and phrases to give reasons for the examination of conscience and the Sacrament of Reconciliation give reasons how and why Christians try to practise Jesus' commandment of love, peace and reconciliation make links to show how our actions as Christians are shaped by the belief in forgiveness ask and answer questions about my own and others' experiences about the importance of rules ask questions about what I and others wonder about Jesus' commandment of love, peace and reconciliation that some questions are difficult to answer compare my own and others' questions about repentance and forgiveness and why it is difficult to answer some of these
	<p>Treasures</p> <ul style="list-style-type: none"> recognise and retell some special stories about creation and treasuring our world recognise ways in which people treasure God's world describe some of the ways religion is lived out by believers in the way they treasure God's world talk about ways in which I and others treasure God's world say what I wonder about the treasures I have and share this with a partner 	<p>Treasures</p> <ul style="list-style-type: none"> make links between religious stories about Creation / treasuring our world and beliefs give reasons for certain actions by believers as they treasure God's world make links between the actions of some people as they treasure God's world and their reasons and beliefs for doing so ask and respond to questions about my own and others' experiences of and feelings about what we treasure talk with my friends about what I and they wonder about the treasures of our world, realising that some of these are difficult to answer compare my own and others' ideas about questions about the treasures of our world which are sometimes difficult to answer

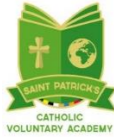


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Y3 children can	Homes <ul style="list-style-type: none"> retell some of the advice offered by Paul in his letters describe some religious actions and symbols linked to the Christian home describe some ways in which Christians live as people chosen by God talk about my own and others' experiences of and feelings about homes say what I wonder about in what makes a house a home and how God is always with us 	Homes <ul style="list-style-type: none"> make links between the scripture studied and the belief that God can make a difference in everyday life give some reasons for actions and symbols linked to the Christian home give some reasons for the duty of parents towards their children and children towards parents make links to show how feelings and beliefs affect how we behave within our family life talk with my friends about some questions that are difficult to answer about what makes a house a home
	Promises <ul style="list-style-type: none"> retell the story of the Baptism of Jesus describe of the actions and symbols used at Baptism describe some ways in which Christians 'live out' their Baptismal promises talk about my own and others' experiences of and feelings about Baptism say what I wonder about why it is people make/keep promises 	Promises <ul style="list-style-type: none"> make links between the story of the Baptism of Jesus and the promises we make at Baptism give some reasons for the promises made at Baptism give some reasons for the promises made at Baptism make links between their actions and the promises made by Christians at Baptism talk with my friends about some questions that are difficult to answer linked to making/keeping promises
	Visitors <ul style="list-style-type: none"> retell the stories of the events surrounding the birth of Jesus describe some of the words and symbols linked to Advent describe how Christians use the time of Advent to reflect on and prepare for the coming of Jesus talk about my own and others' experiences of and feelings about visitors say what I wonder about the joys and demands of visitors 	Visitors <ul style="list-style-type: none"> make links between the Scripture stories and Advent as a season of getting ready for the coming of Jesus give reasons for the actions and symbols which are used during Advent give reasons for some actions that Christians do during Advent/Christmas make links to show how feelings and beliefs affect how they prepare for and receive visitors talk with my friends about some questions that are difficult to answer about the joys and demands of visitors
	Journeys <ul style="list-style-type: none"> retell some of the stories of the Mysteries of the Rosary and special feasts of the year use religious words and phrases to describe the liturgical year describe how some prayer leads to good actions ask and respond to questions about my own and others' experiences and feelings about the events which mark the year or the season ask questions about what I and others wonder about how we help one another on the journey through the year 	Journeys <ul style="list-style-type: none"> make links between some scripture and what Christians believe give some reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used give reasons for the actions of Christians during certain times of the year make links to show how feelings and beliefs affect how I and others behave in our life journey compare my own and other people's ideas about difficult questions relating to how people deal with sad or difficult events on their journey
	Listening & Sharing <ul style="list-style-type: none"> use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist describe some ways in which Christians share the Good News of Jesus ask and respond to questions about my own and others' experiences and feelings about listening well and sharing ask questions about what I and others wonder about the joys and difficulties of listening and sharing and realising some of these questions are difficult to answer 	Listening & Sharing <ul style="list-style-type: none"> give some reasons for some of the actions and words used during the celebration of the Eucharist give some reasons why Christians want to share God's love with others make links to show how feelings and beliefs affect my own and others' desire to listen and share compare my own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer
	Giving All <ul style="list-style-type: none"> retell some of the stories of Holy Week and the Resurrection describe some of the religious actions and symbols of Lent and Holy Week describe some ways in which Christians use the time of Lent to give to others ask and respond to questions about my own and others' experience and feelings of how people give themselves for others ask questions about the courageousness of giving and realise that some questions are difficult to answer 	Giving All <ul style="list-style-type: none"> make links between the Scripture stories and what Christians believe about how they should act give reasons for the actions and symbols which are used during Lent and Holy Week give reasons why it is Christians are kind and generous, especially during Lent make links to show how feelings and beliefs affect my own and others' attitude to giving of our/themselves compare my own and other people's ideas about giving that are difficult to answer
	Energy <ul style="list-style-type: none"> retell the story of the Ascension and the coming of the Holy Spirit at Pentecost use some religious words and phrases to describe what happened to the apostles at Pentecost describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit talk about my own and others' experiences of and feelings about the power of fire and wind say what I and others wonder about the power of wind and fire and realise that some of these questions are difficult to answer 	Energy <ul style="list-style-type: none"> make links between the Pentecost story and Christian belief in the power of the Holy Spirit give reasons for the love Christians show because they are inspired by the Holy Spirit give reasons for some ways in which Christians live when they use the energy and gifts of the Holy Spirit make links to show how feelings and belief about the power of the Holy Spirit affect how we live and behave compare my own and others' ideas about questions that are difficult to answer about the best use of the power of wind and fire
	Choices <ul style="list-style-type: none"> retell the stories of the Two sons and the Prodigal Son use religious words and phrases to describe saying sorry and ask forgiveness and the Sacrament of Reconciliation describe some ways in which Christians 'live out' reconciliation and forgiveness talk about my own and others' experiences of and feelings about making choices say what I wonder about how choices are made and realise that some of these questions are difficult to answer 	Choices <ul style="list-style-type: none"> make links between the stories of the Two sons and the Prodigal Son and the belief in a loving and forgiving God use religious words and phrase to give reasons for what happens in the Sacrament of Reconciliation give reasons why Christians make good choices and follow Jesus make links to show how feelings and beliefs affect their own and others' decisions about choices and their consequences compare my own and others' ideas about questions of choices and consequences and realise that some of these are difficult to answer
	Special Places <ul style="list-style-type: none"> retell some of the stories about special places for Jesus describe some religious actions and symbols linked to pilgrimage and worship describe some ways in which religion is lived out by Christians through pilgrimage and worship ask and respond to questions about my own and others' experiences of and feelings about special places talk with my friends about some questions that are difficult to answer about special places that cause us to wonder 	Special Places <ul style="list-style-type: none"> make links between the stories about special places for Jesus and pilgrimage give reasons why Christians go on pilgrimage give reasons why Christians care about God's world and ways in which they might do this make links to show how feelings and beliefs about special places affect my own and others' behaviour compare my own and others' ideas about questions that are difficult to answer about my learning

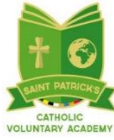


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Y4 children can	People <ul style="list-style-type: none"> retell some of the scripture stories about Jesus' family make links between scripture stories and what people believe about God and Jesus describe some familiar actions and symbols and give reasons why they are used able to describe some ways in which characters in the Bible lived out their lives and the reasons for their actions ask and answer questions about my own and other peoples' experiences and feelings about their family tree talk with my friends about some questions about family trees that cause me to wonder 	People <ul style="list-style-type: none"> describe and show an understanding of scripture and the roots of Jesus' human family show an understanding of how God leads and guides his people show how religious belief has shaped the way some people live/lived out their lives show how my own and others' decisions about actions in life are informed by beliefs and values linked to learning about Jesus and his family engage with and talk to my friends and others about questions of life related to family trees that are difficult to answer
	Called <ul style="list-style-type: none"> retell some of the scripture stories about David and the call of the apostles make links between scripture and the call to holiness able to describe some of the actions and symbols linked to Confirmation describe some ways in which people are called to live a Christian life ask and answer questions about my own and other peoples' experiences of being chosen talk with my friends about some questions that are difficult to answer being chosen 	Called <ul style="list-style-type: none"> describe and show an understanding of scripture and the call to holiness, making links between them able to use religious terms to show an understanding of Confirmation and Baptism show how religious belief in the call to holiness has shaped the lives of others show how my own and others' decisions about actions in life are informed by the response to God's call make links to show how feelings and beliefs can affect the response I and others might make to being chosen engage and talk with my friends and others about questions related to the response to God's call
	Gift <ul style="list-style-type: none"> retell the story of the birth of Jesus and the visit of the Wise men make links between scripture and the belief that God sent Jesus to earth as the long-awaited Messiah able to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas and why they are used describe some ways in which religion is lived out by believers during this Advent season and why they do this ask and answer questions about my own and other peoples' experiences of the gift of friendship talk with my friends and ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer 	Gift <ul style="list-style-type: none"> describe and show an understanding of Scripture, religious sources, experiences and feelings, making links to the belief that God sent Jesus to earth as the long-awaited Messiah use religious terms to show an understanding of different liturgies during this Advent season show how religious belief has shaped the way some people live out their lives make links to show how feelings and beliefs affect my behaviour and that of others in relation to the gift of love and friendship show how my own and others' decisions about actions in life are informed by the belief in the gift of love and friendship compare my own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer engage and talk with my friends and others about questions related to the gift of love and friendship
	Community <ul style="list-style-type: none"> retell the story of the call of the apostles make links between the call of the apostles and God's call to people to serve him today describe some of the actions and symbols within a funeral Mass able to describe some ways in which people serve their parish community and give reasons why they do ask and answer questions about my own and other peoples' experiences and feelings of being part of a community ask questions about what I and others wonder about the responsibility and commitment of belonging to a community, realising that some of these are difficult to answer 	Community <ul style="list-style-type: none"> describe and show an understanding of the story of the call of the apostles, as well as how the advice St. Paul gives us affects our community use religious actions, phrases and symbols to show an understanding of the meaning of the funeral Mass show how religious belief has shaped the way some people give service to the parish community through various ministries show how my own and others' decisions about being involved in the life of a community are shaped by beliefs engage with and talk to my friends and others about questions of life related to community, that are difficult to answer
	Giving & Receiving <ul style="list-style-type: none"> able to describe what happens during the Introductory Rite able to make links between scripture and an understanding of the Eucharist able to give reasons for the actions and symbols used in the celebration of the Eucharist give some reasons why Christians attend the celebration of the Eucharist describe what a person might do if they follow Jesus' advice and ways in which peace is lived out by believers ask and answer questions about my own and other peoples' experiences about giving and receiving ask questions about what I and others wonder about giving and receiving every day and realise that some of these are difficult to answer 	Giving & Receiving <ul style="list-style-type: none"> able to describe and show an understanding of Communion, making links between the Communion Rite and beliefs, ideas, feelings and experiences use religious terms to show an understanding of different aspects of the Eucharist show how belief in the Eucharist shapes lives make links to show how feelings and beliefs about giving and receiving affects my own and others' behaviour show how my own and others' decisions about actions in life are informed by the response to God's call engage with and respond to the question: 'why do Catholics receive Holy Communion?' in the light of religious teaching
	Self-Discipline <ul style="list-style-type: none"> retell some of the stories of Holy Thursday, Good Friday and Easter make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs able to describe some of the religious actions and symbols of Lent and Holy Week describe some ways in which Christians try to be self-disciplined in Lent and give reasons why ask and answer questions about my own and other peoples' experiences of being self-disciplined talk with my friends and ask questions about what they and others wonder about how people reach their full potential and that some of these questions are difficult to answer 	Self-Discipline <ul style="list-style-type: none"> describe and show an understanding of Scripture, beliefs, ideas, feelings and experiences connected with Holy Thursday, Good Friday and Easter give reasons for the religious actions and symbols connected to Lent and Holy Week use religious terms to show an understanding of the different liturgies of Holy Week show how religious belief in the events of Lent and Holy Week shape life show how my own and others' decisions to be self-disciplined are informed by beliefs and values make links to show how feelings and beliefs affect my self-discipline and that of others compare my own and other people's ideas about questions concerning the need for self-discipline and realise that some of these are difficult to answer engage and talk with my friends and others about questions related to self-discipline in light of what I have learned



St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



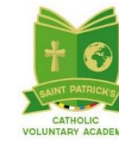
	<p>New Life</p> <ul style="list-style-type: none"> retell some of the scripture stories about Pentecost make links between the story of Pentecost and the Christian belief in the new life of the Easter message through the power of the Holy Spirit use some religious words and phrases to describe the events of Pentecost able to describe some ways in which the Apostles spread the Good News through the power of the Holy Spirit and give reasons why they did ask and answer questions about my own and other peoples' experiences and feelings of good news bringing life ask questions about what I and others' wonder about how good news brings life and happiness 	<p>New Life</p> <ul style="list-style-type: none"> show understanding of how the story of Pentecost and the Christian belief in the new life of the Easter message through the power of the Holy Spirit, making links between them use some religious words and phrases to give reasons for the actions and symbols within Pentecost show 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 make links to show how feelings of sadness and joy and the beliefs in the goodness of others, affects my and others' behaviour compare my own and others' responses to questions about how good news brings life and that some of these are difficult to answer show how my and others' decisions about receiving and giving good news are informed by beliefs engage and respond to questions about how good news brings life and realise that some of these are difficult to answer
	<p>Building Bridges</p> <ul style="list-style-type: none"> retell the story of the Lost Sheep and make links between the story of the Lost Sheep and how God looks after each of us able to describe some of the actions and symbols used in the Sacrament of Reconciliation describe some ways in which believers ask forgiveness of others and forgive those who have hurt them and give reasons why ask and respond to questions about my own and other peoples' experiences and feelings about what breaks/mends a friendship talk with my friends about what they and others wonder about how friendships can be mended 	<p>Building Bridges</p> <ul style="list-style-type: none"> describe and show an understanding of Scripture, beliefs, ideas, feelings and experience of reconciliation, mercy and forgiveness, making links between them able to use religious terms to show an understanding of the Sacrament of Reconciliation (Confession/Penance) show understanding of how religious belief in reconciliation, mercy and forgiveness shapes life make links to show how feelings and beliefs can affect the strength of friendships compare my own and other peoples' ideas about questions about building and keeping friendships and realise that some of these are difficult to answer show how my own and others' decisions about friendship are informed by beliefs and values engage and respond to questions of life in the light of religious teaching about reconciliation, mercy and forgiveness
	<p>God's People</p> <ul style="list-style-type: none"> retell some of the scripture stories about God's people make links between scripture and the action and beliefs of followers of God's way able to describe some of the actions and words of some of 'God's People' give reasons for the actions of those people I have researched and learned about describe some ways in which religion is lived out by saints give reasons of how and why I and others can live out some of the messages within this topic ask and respond to questions about my own and other peoples' experiences of what makes a person do extraordinary things talk with my friends about some questions that I and they wonder about ordinary people doing extraordinary things and that some are difficult to answer 	<p>God's People</p> <ul style="list-style-type: none"> describe and show an understanding of scripture, beliefs, ideas, feelings and experiences; making links between them show understanding of how religious belief has shaped the way some people live/lived out their lives make links to show how feelings and beliefs affect my own and others' behaviour, like Eric compare my own and others people's ideas about the question of what makes a person do extraordinary things, realising it is a difficult question to answer show how my own and others' decisions about actions in life are informed by beliefs and values engage and respond with my friends and others about questions related to 'the call to holiness'

	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Y5 children can	<p>Ourselves</p> <ul style="list-style-type: none"> retell some scripture stories about how we are unique make links between the words of Paul and the Christian's call to holiness make links between Hosea 11:1-4 and God as a loving parent able to describe some ways in which Christians live peacefully and use their gifts to help others give reasons why Christians act in a certain way because of their belief in a call to holiness and using their talents ask and answer questions about my own and other peoples' experiences and feelings about qualities and gifts ask questions about what I and others wonder about qualities and gifts and realise some of these questions are difficult to answer 	<p>Ourselves</p> <ul style="list-style-type: none"> describe and show understanding of the scripture, beliefs, ideas, feelings and experiences related to who I am, being made in the image and likeness of God and using talents describe and show understanding of the scripture, beliefs, ideas, feelings and experiences that inspired Maximillian Kolbe show understanding of how the belief in the call to be holy shapes life make links between Christian beliefs about who I am, my talents and qualities and how they use them show how beliefs and values affect our love and care of each other compare my own and other peoples' ideas and questions about who I am how I use talents and qualities engage with and respond to questions about who I am and the call to holiness
	<p>Life Choices</p> <ul style="list-style-type: none"> retell scripture passages from Ephesians 4 and The Beatitudes make links between Ephesians 4 and mission use religious words and phrases to describe signs and symbols used in the sacrament of marriage and give reasons why they are used describe some ways in which Christians show love and service and why they do this ask and answer questions about my own and other peoples' experiences and feelings about care and commitment ask questions about what I and others wonder about care and commitment and realise some of these questions are difficult to answer 	<p>Life Choices</p> <ul style="list-style-type: none"> describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, making links between them and the mission of a Christian use religious terms to show an understanding of the marriage liturgy and the promises made show understanding of how religious belief shapes the life of married people make links to show how feelings and beliefs affect my own and others' ability to care and show commitment show how feelings and beliefs about care and commitment affect my own and others' behaviour in relationships engage with and respond to questions about care and commitment, in light of Christian teaching compare my own and other peoples' ideas about questions that are difficult to answer concerning care and commitment
	<p>Hope</p> <ul style="list-style-type: none"> retell some scripture passages about Advent/Christmas 	<p>Hope</p> <ul style="list-style-type: none"> describe, show understanding and make links between scripture, other religious sources, feelings experiences and the belief in the coming of Jesus at Christmas

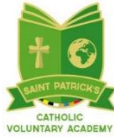


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	<ul style="list-style-type: none"> • make links between scripture and how Christians wait in hope for the coming of Jesus at Christmas • use religious words and phrases to describe the Advent Wreath • give reasons for the actions and symbols used during Advent • describe some ways in which Christians live in love and service during Advent and why they do this • ask and answer questions about my own and other peoples' experiences and feelings about waiting and hoping • ask questions about what I and others wonder about waiting and hoping and realise some of these questions are difficult to answer 	<ul style="list-style-type: none"> • show an understanding of a liturgy around the Advent Wreath • able to show how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others • make links to show how feelings and beliefs about waiting and hoping affect my behaviour and that of others • show how my own and other's decisions to prepare through love and service to others is informed by the belief that Christ will come • engage with and respond to questions about the coming of Christ using religious teaching • compare my own and other peoples' ideas about questions that are difficult to answer concerning waiting and hoping
	<p>Mission</p> <ul style="list-style-type: none"> • retell some stories from Scripture e.g. Jesus beginning his ministry • make links between how Jesus undertook his mission to share the good news and how each diocese continues that mission and work today • describe the ways in which dioceses and other Christian communities carry out the work and mission of Jesus and give reasons why they do this • ask and respond to questions about my own and others' feelings about inspirational leaders • ask questions about what I and others wonder about mission in life and realise that some are difficult to answer 	<p>Mission</p> <ul style="list-style-type: none"> • describe and show understanding 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 • show understanding of how why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways • make links to show how inspirational leaders affect their behaviour and that of others • compare my own and other peoples' ideas about questions about what inspires people in their mission and realise that some are difficult to answer • show how my own and others' decisions concerning mission in the community is informed by beliefs and values • engage with and respond to questions about mission within the community in light of what I have learned
	<p>Memorial Sacrifice</p> <ul style="list-style-type: none"> • retell some special stories about religious events and people e.g. The Passover • make links between The Passover in Exodus, the Last Supper and belief in the Eucharist • use religious words and phrases to describe the actions and symbols connected to the Passover and the celebration of the Eucharist and give reasons for them • describe how and why believers follow the example of Jesus in his life of sacrifice • ask and respond to questions about my own and others' experiences and feelings about memories • ask questions about what I and others wonder about what makes a particular memory special and realise these questions can be difficult to answer • make links to show how feelings and beliefs about memories affect their own behaviour and that of others 	<p>Memorial Sacrifice</p> <ul style="list-style-type: none"> • describe and show understanding of religious sources, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of the Eucharist, making links between them • use religious terms to show an understanding of the Eucharist, a memorial • show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians • show how my own and other's belief in the Eucharist helps to keep the memory of Jesus' sacrifice alive through decisions and actions • compare my own and other peoples' ideas about what makes a particular memory special and why these questions are difficult to answer • engage with and respond to questions of life choices in the light of religious teaching about sacrifice
	<p>Sacrifice</p> <ul style="list-style-type: none"> • retell some special stories from scripture e.g. Events from Holy Week and the Temptation in the desert • make links between scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent • describe the actions and symbols used during Holy Week and the Easter Vigil and why they are used • describe the sacrifices Christians make during Lent and why they do this • ask and respond to questions about my own and other's experiences and feelings about giving and refusing to give • ask questions about what I and others wonder about giving and refusing to give and realise that some of these questions are difficult to answer 	<p>Sacrifice</p> <ul style="list-style-type: none"> • describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them • use different words and actions to show an understanding of the different liturgies of Holy Week and the Easter vigil • able to show how belief in the sacrifice Jesus made, and the belief in the resurrection shapes lives • make links to show how feelings and beliefs affect giving and refusing to give and appreciating the cost of life • show how my own and other's decisions about giving and refusing to give are informed by beliefs and values • compare my own and other peoples' ideas about questions to do with giving and refusing to give and that these are difficult to answer • engage with and respond to questions about sacrifice in light of what I have learned
	<p>Transformation</p> <ul style="list-style-type: none"> • make links between scripture and God's gift of the Holy Spirit and forgiveness • use religious words and phrases to give reasons for religious actions and symbols linked with Pentecost • give reasons for the actions of Cleopas on the road to Emmaus • make links to show how feelings and beliefs about the use of transforming energy affects my behaviour and that of others • compare my own and other peoples' ideas about questions about questions that are difficult to answer about transforming energy and its uses 	<p>Transformation</p> <ul style="list-style-type: none"> • describe and show understanding of religious sources, beliefs, ideas, feelings and experiences linked to the conversion of Paul, making links between them • show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians • show how my own and others' decisions are guided by the belief in the power of the Holy Spirit • engage with and respond to questions about how the belief in the power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life
	<p>Freedom & Responsibility</p> <ul style="list-style-type: none"> • 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 • give reasons for the actions and symbols connected to the Sacrament of Reconciliation • give reasons why believers choose to live by God's laws • make links to show how feelings and beliefs in the laws God has given us affect my behaviour and that of others • compare my own and other peoples' ideas about questions concerning the use of freedom and responsibility and know that some of these are difficult to answer 	<p>Freedom & Responsibility</p> <ul style="list-style-type: none"> • describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of living according to God given laws • use religious terms to show an understanding of the Sacrament of Reconciliation • show understanding of how belief in the freedom and responsibility of living by God's law shapes our lives • show how my own and others' decisions about freedom and responsibility are informed by beliefs and values • engage with and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws
	<p>Stewardship</p> <ul style="list-style-type: none"> • make links between scripture and the belief of caring for Creation • give reasons why Christians are concerned about the stewardship of creation 	<p>Stewardship</p> <ul style="list-style-type: none"> • describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them



St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



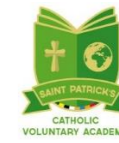
	<ul style="list-style-type: none"> make links to show how feelings and beliefs about care for the earth affects my own behaviour and that of others compare my own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth 	<ul style="list-style-type: none"> show understanding of how religious belief shapes life in relation to stewardship of creation show how my own and other's decisions about how to care for the earth are informed by beliefs and values engage with and respond to questions about care of Creation in the light of religious teaching
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Working at ARE	Working at Greater Depth (Above ARE) Children can also...
Y6 children can	<p>Loving</p> <ul style="list-style-type: none"> retell the story of the Prodigal Son and some other scripture used in this topic make links between the story of the Prodigal Son and the Christian belief in God's forgiveness describe some ways in which Christians love and care for one another and give reasons why they do this ask and answer questions about my own and others' experiences of unconditional love and forgiveness ask questions about what I and others wonder about God's forgiveness and unconditional love and realise that some questions are difficult to answer 	<p>Loving</p> <ul style="list-style-type: none"> describe and show understanding of religious sources, beliefs, ideas, feelings and experience of God's unconditional love and forgiveness making links between them show an understanding of how religious belief in God's forgiveness shapes life show understanding of how religious belief in God's unconditional love shapes life make links between my beliefs about love, my behaviour and how it affects others show how beliefs and values about love and forgiveness affect our love and care of one another compare my own and other peoples' ideas about unconditional love engage with and respond to questions about unconditional love in the light of religious teaching
	<p>Vocation & Commitment</p> <ul style="list-style-type: none"> retell the story of Jesus' baptism and/or the call of Andrew and Simon make links between scripture and belief in God's call describe some of the signs and symbols used in the Sacrament of Holy Orders and give reasons why they are used describe how Christians live out God's call and give reasons how and why Christians fulfil their baptismal promises through answering God's call ask and answer questions about my own and others' experiences of and feelings about commitment ask questions about what I and others wonder about commitment and realise that some questions are difficult to answer 	<p>Vocation & Commitment</p> <ul style="list-style-type: none"> describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around vocation and commitment, making links between them show an understanding of the sacrament of ordination show an understanding of how religious belief in vocation shapes the lives of Christians make links to show how feelings and beliefs about commitment affect my behaviour and that of others show how my own and other's commitment to service and care of others are influenced by beliefs and values compare my own and other peoples' ideas about questions that are difficult to answer regarding commitment engage with and respond to questions about vocation and commitment in the light of religious teaching
	<p>Expectations</p> <ul style="list-style-type: none"> retell some scripture related to Advent and/or Christmas make links between the scripture stories and the Christian belief in Jesus' coming describe some signs and symbols related to Advent/Christmas and give reasons why they are used describe how Christians try to live in Advent and give the reasons why they do this ask and answer questions about my own and others' experiences of and feelings about waiting expectantly ask questions about what I and others wonder about expectation and realise that some questions are difficult to answer 	<p>Expectations</p> <ul style="list-style-type: none"> describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas understand the meaning of and purpose of liturgies linked to the season of Advent (the wreath and the Angelus) show understanding of how religious belief in Advent as a time of joyful expectation shapes lives make links to show how feelings and beliefs about expectations affect my behaviour and that of others show how my own and other's decisions are informed by beliefs and values concerning expectations compare my own and other peoples' ideas about questions about expectation that are difficult to answer engage with and respond to questions about expectation in the light of my RE work
	<p>Sources</p> <ul style="list-style-type: none"> retell some special stories about religious events and people use religious words and phrases to describe certain actions and symbols within the Bible describe the ways in which Christians use the Bible in their everyday life ask and respond to questions about my own and others experiences and feelings about the Bible ask questions about what I and others wonder about after reading parts of the Bible and realise that these questions can be difficult to answer make links between scripture and Christian beliefs give reasons for certain actions and symbols within the Bible give reasons for when and how Christians use the Bible make links to show how feelings and beliefs expressed in the Bible can shape my own and others' behaviour compare my own and other peoples' ideas about questions like; 'What is God like?' or 'What is Jesus like?' and realise that these can be difficult to answer 	<p>Sources</p> <ul style="list-style-type: none"> describe and show understanding of the Bible, beliefs, ideas, feelings and experience of the Christian and make links between them show understanding of how the Bible shapes life show how my own and others' decisions are shaped by the beliefs and values expressed in the Bible engage with and respond to questions such as 'What is God like?' or 'What is Jesus like?' in the light of religious teaching identify and explain how distinctive religious beliefs are inspired by the Bible identify similarities and differences between peoples' responses to the story of God's love for his people, because of their beliefs explain what beliefs and values from the Bible inspire and influence me and others demonstrate how the belief that the Bible is the inspired Word of God for his people gives some explanation of the meaning and purpose of human life
	<p>Unity</p> <ul style="list-style-type: none"> use religious words and phrases to describe the actions and symbols of the Communion Rite describe how Christians gather in 'communion' and ways in which they live this in their everyday lives ask and answer questions about my own and other peoples' experiences about friendship and unity ask questions about what I and others wonder about friendship and unity and realise that some of these questions are difficult to answer make links between scripture and the Eucharist give reasons for the action and symbols of the Communion rite 	<p>Unity</p> <ul style="list-style-type: none"> show understanding of the links between a range of Scripture texts and some parts of the Mass use religious terms to show an understanding of different aspects of the Eucharist show an understanding of how belief in Jesus, the uniting presence in Holy Communion, shapes the lives of Christians show how my own and other's decisions about friendships are informed by beliefs and values engage with and respond to questions of life and friendships in the light of religious teaching identify Scripture passages and parts of the Eucharistic Liturgy which explain belief in the presence of Christ in the Eucharist describe some examples of different types of worship and explain why we use them

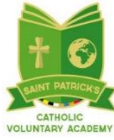


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	<ul style="list-style-type: none"> • give reasons how and why Christians gather together in 'communion' and receive 'Holy Communion' • make links to show how feelings and beliefs about what makes and breaks friendship and unity affects my behaviour and that of others • compare my own and other peoples' ideas about questions concerning friendship which are difficult to answer 	<ul style="list-style-type: none"> • identify similarities and differences between peoples' responses to issues relating to friendship and unity • explain what beliefs and values inspire and influence me and others about how friendships may be nourished, spoilt and mended • demonstrate how religious beliefs and teaching in living in communion give some explanation to the meaning and purpose of life
	<p>Death & New Life</p> <ul style="list-style-type: none"> • retell some scripture stories about the Christian belief in the Resurrection e.g. the raising of Lazarus • describe some of the religious actions and symbols to do with Lent and Holy Week and the Sacred Paschal Tridium • describe some of the things believers do during the season of Lent • ask and respond to questions about my own and others' experiences about death and loss • ask questions about what I and others wonder about death and loss and realise that some of these questions are difficult to answer • make links between the scripture stories and Christian belief in the Resurrection of Jesus • give reasons for some of the religious actions and symbols to do with Lent and Holy Week and the Sacred Paschal Tridium • give reasons for certain actions by believers during the season of Lent • make links to show how feelings and beliefs about loss and death affect my behaviour and that of others • compare my own and other peoples' ideas about questions to do with loss and death which are difficult to answer 	<p>Death & New Life</p> <ul style="list-style-type: none"> • describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Lent, Good Friday, the Passion of the Lord; and the Easter Vigil, making links between them • understand the meaning of the different liturgies of Ash Wednesday, Lent, Good Friday and the Easter Vigil • show understanding of how religious belief in death and new life shapes lives • show how my own and other's decisions concerning the effects of death and loss are guided by beliefs and values • engage with and respond to questions about death and new life in the light of my RE work • identify sources of religious belief and explain how distinctive religious belief concerning death and resurrection arise • able to describe and explain the meaning and purpose of different forms of worship within Lent and Easter • identify similarities and differences between peoples' responses to issues linked to their belief in death and resurrection • explain what beliefs and values inspire and influence me and others about loss and death • demonstrate how religious beliefs and teaching about death and new life give some explanation to the meaning and purpose of life
	<p>Witnesses</p> <ul style="list-style-type: none"> • make links between scripture and belief in the power of the Holy Spirit • give reasons for the witness to Jesus Christ by believers • describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus • show understanding of how belief in the power of the Holy Spirit shapes lives • make links to show how feelings and beliefs can shape my own and others' behaviour when it comes to making a decision about being a witness • compare my own and other peoples' ideas about questions that are difficult to answer about having the courage to witness 	<p>Witnesses</p> <ul style="list-style-type: none"> • identify sources of religious belief in the power of the Holy Spirit and explain how distinctive religious beliefs arise • identify similarities and differences between peoples' responses to witnessing the Gospel through the gift of the Holy Spirit • explain what beliefs and values inspire and influence me and others in connection to the courage to witness • show how my own and others' decisions about witnessing are shaped by religious beliefs and values • demonstrate how religious beliefs and teaching about Jesus and the power of the Holy Spirit gives some explanation of the meaning and purpose of human life • engage with and respond to questions linked to the courage it takes to witness the Good News of Jesus
	<p>Healing</p> <ul style="list-style-type: none"> • make links between Scripture and the Christian responsibility of caring for the sick • describe and show understanding of the links between a range of Scripture texts and responsibility of caring for the sick • use religious words and phrases to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick • use religious terms to show understanding of the different liturgies which the sacraments offer to the sick and dying • give reasons how and why Christians care for the sick and needy • show understanding of how religious belief shapes lives, and that caring for those in need is a Christian responsibility • make links to show how feelings and beliefs about sickness and care affects my behaviour and that of others • compare my own and other peoples' ideas about questions concerning serious illness and bereavement 	<p>Healing</p> <ul style="list-style-type: none"> • identify sources of religious belief and explain how distinctive religious belief arises about healing, death and Heaven • describe and explain the meaning and purpose of a variety of forms of the sacraments offered to the sick and dying • identify similarities and differences between peoples' responses to caring for those in need • explain what beliefs and values inspire and influence me and others to be caring and loving towards anyone who has special needs • show how my own and others' decisions about care and compassion towards the sick are shaped by beliefs and values • engage with and respond to questions of the experience of sickness and healing in light of religious teaching • demonstrate how religious beliefs and teaching about sickness and healing give some explanation of the purpose and meaning of life
	<p>Common Good</p> <ul style="list-style-type: none"> • make links between Micah, Matthew 25, the Beatitudes and beliefs • give reasons for some of the work CAFOD does and what beliefs and values inspire them • describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the Common good, making links between them • show understanding of how religious belief in justice and of the common good of all, shapes life • make links to show how feelings and beliefs about being treated fairly/unfairly affect my behaviour and that of others • compare my own and other peoples' ideas about questions that are difficult to answer regarding justice and unfairness 	<p>Common Good</p> <ul style="list-style-type: none"> • identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good, arise • identify similarities and differences between peoples' responses to issues around the common good, because of their beliefs • explain what beliefs and values inspire and influence me and others to act justly and fairly • show how my own and other's decisions about justice and of the common good are informed by beliefs and values • engage with and respond to big questions about justice and the common good in the light of religious teaching • demonstrate how religious beliefs and Catholic Social Teaching give some explanation to the meaning and purpose of life



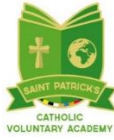
St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



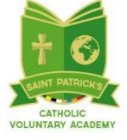
Disciplinary Knowledge End Points:

FS1 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> • Listen to religious stories and respond to what they hear with relevant comment. • 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. <p>Engagement & Response: n/a</p> <p>Analysis & Evaluation: n/a</p>
FS2 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comment. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. • Listen and talk about religious signs and symbols used in worship. • Use key religious words appropriate to their age and stage of development <p>Engagement & Response:</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas <p>Analysis & Evaluation: n/a</p>
Y1 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> • Retell a religious story in any form, identifying people, place and begin to sequence. • Retell, in any form, a narrative that corresponds to the scripture source used. • Retell what they know about people in the local, national and universal church. • Retell what they know about key figures in the history of the people of God. • Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. • Use some given religious words and phrases, in context. <p>Engagement & Response:</p> <ul style="list-style-type: none"> • Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others' feelings, experiences and things that matter to them. <p>Analysis & Evaluation: n/a</p>
Y2 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> • Describe, with some accuracy, how people act in a particular way because of their beliefs. • Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs. • Describe, with some accuracy, the life and work of some key figures in the history of the People of God. • Describe, with some accuracy, different roles of some people in the local, national and universal Church. • Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. • Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified. • Use religious words and phrases, in context, with some accuracy. <p>Engagement & Response:</p> <ul style="list-style-type: none"> • Say what they wonder about. • Ask wondering questions about all areas of study.

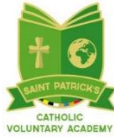


St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



	<ul style="list-style-type: none"> Recognise that some questions are difficult to answer. 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. <p>Analysis & Evaluation: n/a</p>
Y3 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. Describe with some detail and accuracy a range of religious beliefs and give reasons for these. Describe with some detail and accuracy the life and work of key figures in the history of the people of God giving reasons for their actions. Describe with some detail and accuracy the different roles of people in the local, national and universal Church giving reasons for their actions. Describe with some detail and accuracy religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these. Describe with some detail and accuracy those actions of believers which arise as a consequence of their beliefs, giving reasons for these. Use a wider range of religious vocabulary with some accuracy. <p>Engagement & Response:</p> <ul style="list-style-type: none"> 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. <p>Analysis & Evaluation:</p> <ul style="list-style-type: none"> Begin to express a point of view or a preference. Begin to use sources provided (artefacts, religious books, symbols) as evidence.
Y4 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with some detail and accuracy a range of religious beliefs and where possible make links and connections. Describe with some detail and accuracy the life and work of key figures in the history of the people of God making links and connections between them where possible. Describe with some detail and accuracy the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. Describe with some detail and accuracy religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. Describe with some detail and accuracy those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: beliefs & sources, giving reasons for beliefs Make links between: beliefs & worship, giving reasons for actions and symbols Make links between: beliefs & life, giving reasons for actions and choices <p>Engagement & Response:</p> <ul style="list-style-type: none"> 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 <p>Analysis & Evaluation:</p> <ul style="list-style-type: none"> Use a given source to support a point of view Express a point of view Express a preference
Y5 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between: beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary more widely and accurately <p>Engagement & Response:</p> <ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose <p>Analysis & Evaluation:</p> <ul style="list-style-type: none"> Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view.



St Patrick's Catholic Voluntary Academy

Religious Education Content Subject Organiser and End Points:



Y6 end points	<p>Knowledge & Understanding:</p> <ul style="list-style-type: none">• Show increasing knowledge and understanding of: a range of religious beliefs• Show increasing knowledge and understanding of: a range of scripture• Show increasing knowledge and understanding of: the life and work of key figures in the history of the People of God• Show increasing knowledge and understanding of: what it means to belong to a church community• Show increasing knowledge and understanding of: religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments• Show increasing knowledge and understanding, providing detail and links between: beliefs & sources; beliefs & worship; beliefs & life• Use a range of religious vocabulary widely, accurately and appropriately <p>Engagement & Response:</p> <ul style="list-style-type: none">• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose• Show an understanding of how own and other's decisions are informed by beliefs and moral values <p>Analysis & Evaluation:</p> <ul style="list-style-type: none">• 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.
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------