

Subject: Religious Education			Year group: 1		
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Domestic Church: Families</p> <p>The main context for learning links to English. Pupils explore the theme of family and home in this term's text and how belonging to a family leads to feelings of increased security and confidence.</p> <p>This unit builds on the understanding of family that pupils developed in EYFS and gives them a deeper understanding of what it means to belong to their family and God's family.</p> <p>At the end of this unit, pupils will know that they are part of God's family and that God is their Father who will always take care of them.</p> <p>They will know that through Baptism we become part of God's family and will be able to recall some of the parts of Baptism and some of the symbols used.</p> <p>Baptism-Belonging</p> <p>This unit of study continues the theme of family. Pupils learn that Baptism is an invitation to belong to God's family. They will be introduced to the sacrament of Baptism and will learn about some of the symbols of Baptism.</p> <p>At the end of this unit, pupils will be able to talk about the sacrament of Baptism and name some of the symbols associated with Baptism.</p>	<p>Judaism</p> <p>The main context for learning is PHSE and our school mission and vision. Pupils will learn to appreciate the differences between people and begin to learn about the Jewish faith.</p> <p>By the end of this unit, pupils will know that the Torah is a special book for Jewish people and be able to retell the story of Moses.</p> <p>Advent/Christmas: Loving</p> <p>This unit provides the basis for pupils to build a deeper understanding of Advent and Christmas, a time they know as Jesus' birthday.</p> <p>By the end of this unit, pupils will understand that Advent is a time to prepare for the birth of Jesus and will be able to name some of the symbols of Advent. Pupils will be able to retell the stories of the Annunciation, the Visitation and through their Nativity Play, the birth of Jesus.</p>	<p>Community: Special People</p> <p>The main context for learning in the first unit links to PHSE, where children have learned about working together and how we are a school community.</p> <p>At the end of this unit, the pupils will have learned that they are part of a community called a parish family and will have learned about the different roles people in that community and that they can grow up to have a role too. They will be able to retell the stories of the Presentation of Jesus in the Temple and The Boy Jesus in the Temple.</p> <p>Relating: Meals</p> <p>The main context for the second unit builds on the work of Reception, when pupils learned about special family meals. It introduces them to the Sacrament of Holy Communion that some of them will make in Year 4.</p> <p>By the end of the unit, pupils will understand that Holy Communion is a special meal we share as a community and that we remember Jesus last special meal with his friends. The pupils will be able to retell the story of The Last Supper.</p>	<p>Giving: Change</p> <p>The main context for learning builds on prior learning. In Reception, pupils learned that Jesus wants us to be more like Him.</p> <p>This unit teaches pupils that Lent is a time to change in preparation for Easter.</p> <p>At the end of the unit, the pupils will have learned that Lent, like Advent is a time of preparation and a time to think about how they can live out the message of the Gospel. They will be able to sequence the events of Holy Week and retell some of the stories.</p> <p>Islam</p> <p>The main context for learning for the first unit of study is PHSE and our school Mission and Vision. Pupils will learn to appreciate the differences between people and begin to learn about Islam.</p> <p>By the end of this unit pupils will know that Muslims pray five times a day and that the Mosque is their place of worship.</p>	<p>Pentecost: serving</p> <p>The main context for learning in this unit builds on work covered in Reception, when pupils celebrated the Good News of Jesus. In this unit, they listen to the story of Pentecost and learn about the Holy Spirit. This links to PHSE when pupils explore themes such as making good choices.</p> <p>At the end of the unit, pupils will be able to explain the Holy Days of The Ascension and Pentecost. They will be able to talk about the Holy Spirit being a special friend and that Jesus wants us to share His message of love to others.</p> <p>Inter-relating: being sorry</p> <p>The main context for learning in the next unit also builds on the work done in Reception. The pupils learned about Jesus' friends and how to be a good friend. In Year 1, they begin to learn about the importance of being able to say sorry and forgive their friends. This prepares them for the Sacrament of Reconciliation in Year 4. Links can also be made to PHSE and work on relationships.</p> <p>By the end of the unit, pupils will understand the need for forgiveness to maintain good friendships. They will be able to retell the story of Zacchaeus and talk about how Jesus showed us how to forgive. Pupils will know that when we find it difficult to forgive, God helps us.</p>	<p>Universal Church: Neighbours</p> <p>The main context for learning in this unit is linked to PHSE and themes of justice and respect for others. Work builds on learning in Reception, when pupils learned about creation and how God gives us the task of looking after the world. Pupils also learned about Fairtrade. These are themes continued in KS2.</p> <p>At the end of the unit, pupils will have developed an understanding of a global community that has a responsibility to look after one another. They will be able to retell the story of The Good Samaritan and know that we need to show love to all regardless of our differences. They will be able to give examples of how we can be a good global neighbour.</p> <p>Sikhism</p> <p>The main context for learning for the first unit of study is PHSE and our school Mission and Vision. Pupils will learn to appreciate the differences between people and begin to learn about Sikhism.</p> <p>By the end of this unit, pupils will know who Guru Nanak was and what he taught. They will also be able to talk about the five Ks.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Domestic Church- Families</p> <p>To explore how families show love to each other.</p> <p>To learn that the psalms tell us about God's love. (based on Psalm 28:6-8)</p>	<p>Judaism</p> <p>The Torah</p> <p>To understand the Torah is the special text for Jewish people, just as the Bible is special to Christians.</p> <p>The story of Exodus.</p>	<p>Community: Special People</p> <p>To know there are special people in our lives who are there to help us.</p> <p>To learn we gather at church on Sunday with the parish family.</p> <p>To learn that there are people who help at Mass on Sunday.</p>	<p>Giving: Change</p> <p>To explore how we change and grow.</p> <p>To understand that Lent is an opportunity to change. Ash Wednesday lent begins.</p> <p>To read the psalm A new start. (Joel 2:13)</p>	<p>Pentecost – serving</p> <p>To learn that holidays are different to other days and should be days to be happy.</p> <p>To understand what is a Holy Day.</p>	<p>Universal Church – Neighbours</p> <p>To recognise we are all neighbours.</p> <p>To give thanks to God for neighbours everywhere. (Isaiah 12: 4-6)</p> <p>To tell of God's greatness all over the world. (Mark 6: 30-32)</p>

<p>To learn that God made everything and takes care of everything. (Psalm 63: 6-9)</p> <p>To learn that God takes care of us and we must trust God. (Luke 12: 27-30)</p> <p>To write a night- time prayer to thank God for His love. (Psalm 16: 7-9)</p> <p>To learn about Jesus' family and to compare the life of Jesus and His family to their own lives with their families.</p> <p>Baptism-Belonging</p> <p>To explore the idea of belonging to different groups.</p> <p>To find out how Jesus loves and welcomed children. (Mark10:13-16)</p> <p>To learn that Baptism is a sacrament.</p> <p>To introduce the main components of Baptism.</p> <p>To visit church (if possible).</p> <p>To sequence and write about the sacrament of Baptism.</p> <p>To understand that Baptism is an invitation to belong to the Church family.</p>	<p>To retell the story of Moses and Pharaoh.</p> <p>Advent/Christmas – Loving</p> <p>To learn that sometimes it is necessary to wait and how we use that time.</p> <p>To learn that Advent is a time of waiting.</p> <p>To learn that he Advent wreath helps us as we wait for Christmas.</p> <p>To learn that during Advent, we remember that Mary had to wait for the birth of Jesus. (Luke 1: 26-31, 38)</p> <p>To learn how Mary helped Elizabeth while she was waiting for the birth of her baby. (Luke 1: 39-45)</p> <p>To retell the birth of Jesus. (Luke 2: 1-7 & Luke 2: 8-20.)</p> <p>To learn about the story of Christingle, sharing our love.</p>	<p>To learn that the parish family gather to celebrate mass with the priest on Sunday.</p> <p>To learn we celebrate Mass at church and about who the people in the parish family are. (Congregation, Priest, readers, offertory procession, altar servers.)</p> <p>To know that Jesus is the special person for the parish family.</p> <p>To retell The Presentation of Jesus to the Temple. (Luke 2: 23-40)</p> <p>To retell The Boy Jesus in the Temple. (Luke 2: 41-52)</p> <p>To know the parish family, spend time together after Mass.</p> <p>Relating: Meals</p> <p>To explore the experience of sharing special meals.</p> <p>To know that Catholics go to Mass as members of God's family.</p> <p>To retell the story of The Last Supper: the special meal of Mass celebrates The Last Supper.</p> <p>To learn the Our Father, family prayer of the parish.</p> <p>To learn about Communion time.</p> <p>To know the parish family, gather for a celebration after Mass.</p>	<p>To retell the story of Palm Sunday. (Mark 11: 1-11)</p> <p>To learn that Jesus died on Good Friday. (Luke 23: 33-35, 38-43)</p> <p>To retell the story of Easter Sunday (Mark 16: 1-6)</p> <p>Islam</p> <p>Prayer</p> <p>To learn that Muslims pray five times a day. That Muslims can pray anywhere.</p> <p>Prayer rooms in the Mosque</p> <p>To learn that Muslims go to the Mosque to pray, just as Christians go to church to pray.</p> <p>To look at the Islamic tiles in the prayer rooms and design one.</p>	<p>To know and understand what happened on Ascension Day. John 13: 33; 14:18</p> <p>Pentecost: The holy day</p> <p>To know what happened on Pentecost Day. Acts 2: 1-4</p> <p>To know that Pentecost: twas he birth of the Church</p> <p>To think of ways of spreading the Good News.</p> <p>Inter- relating: being sorry</p> <p>To understand we have choice, sometimes we use it well and sometimes we make wrong choices.</p> <p>To learn that Jesus looks for people making wrong choices (sinners) he doesn't wait for them to come to him. (Luke 5: 27-31)</p> <p>To retell the story of Zacchaeus. (Luke 19: 1-10)</p> <p>To learn that God helps us to be kind. (Isaiah 58: 9-11)</p> <p>To recognise that we need forgiveness.</p> <p>To understand the need to say sorry.</p> <p>To explore the idea that we are happy when we love one another. (John 13: 34-35)</p>	<p>To retell the story of The Good Samaritan. (Luke 10: 25-37)</p> <p>To learn how to be a good global neighbour.</p> <p>To discover new ways of helping our neighbours (Fairtrade.)</p> <p>Sikhism</p> <p>Guru Nanak</p> <p>To learn of the importance of Guru Nanak to Sikhs.</p> <p>To learn what some of his teachings were.</p> <p>To learn about the Five Ks and their meanings.</p>
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Subject: Religious Education

Year group: 2

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Beginnings</p> <p>The focus for this half term is reintroducing pupils to key stories of God (Genesis 1 and 2, Matthew 3 etc.) Throughout this unit, pupils will develop their knowledge of a wider range of bible stories. In addition to this, pupils will be encouraged to use key religious terms and vocabulary accurately in their written work as taught in Year 1.</p> <p>Baptism</p> <p>Furthermore, pupils will continue to develop knowledge of the seven Sacraments where they will focus</p>	<p>Judaism</p> <p>Throughout the year, pupils will develop an awareness and appreciate of other world religions. This half term, pupils explore Judaism. Pupils will learn about Shabbat and the signs and symbols associated with this religion. Additionally, pupils will continue to draw comparisons between Catholicism and Judaism.</p> <p>Preparations: Advent</p> <p>Throughout this unit of work, pupils will further their knowledge and understanding of Advent and</p>	<p>Books</p> <p>The main context for learning this half term is to focus on developing pupils' knowledge of special books used during Mass. At the end of this unit of work, pupils will be able to recognise and name special books and have a developing awareness of the purpose of each book.</p> <p>Throughout this unit, pupils will recall the various mass responses and be able to articulate when each is used.</p> <p>Eucharist</p>	<p>Opportunities: Lent & Easter</p> <p>During Spring 2, pupils will revisit units 'Lent' and 'Easter'. By the end of this unit, pupils will be able to recognise this as one of the most important events in Jesus' life.</p> <p>By the end of this unit, pupils will have had the opportunity to explore signs and symbols associated with this liturgical season and learn that Lent is a time for preparation. Pupils will make Lenten pledges and support fundraising in school.</p>	<p>Spread the Word: Pentecost</p> <p>The theme of this half term is recognising God's presence in the form of the Holy Spirit, as we celebrate the Feast of Pentecost. Pupils will retell the story of Pentecost and learn how the Holy Spirit is a gift from God. Pupils will recognise their own gifts and talents and understand how the Holy Spirit enables people to live their lives as good Christians. By the end of the unit, pupils will be more familiar with the story of Jesus' Ascension. They will also describe ways in which they can live</p>	<p>Universal Church</p> <p>As the pupils enter the final half term, they will explore the gifts God has bestowed on us and identify how they can use them as God has intended.</p> <p>As pupils navigate through this unit, they will reflect on their own actions and begin to make links with previously taught scripture and their own life experiences. Pupils will be given the opportunity to write at length, demonstrating their understanding of religious vocabulary, terms and phrases accurately.</p>

<p>on Baptism. Pupils will recall Baptism as the initiation into God's family, as well as learn about specific signs and symbols related to Baptism.</p> <p>At the end of each unit of work, pupils will celebrate as they plan a class liturgy. As part of this process, pupils will choose the readings, music, design the focal point as well as plan various other aspects of the liturgy. This not only provides the pupils with an opportunity to share their learning but develops their understanding of the structure of a liturgy and mass responses.</p>	<p>the Christmas Story. In previous units, pupils focussed on simply retelling stories and identifying key people and events. Whereas in Year 2, pupils will now begin to describe signs and symbols and linking these stories to the children's own personal experiences. Pupils will develop oracy skills as they read aloud bible stories and present their work. T4W will be used a vehicle to support extended writing tasks.</p>	<p>In second part of this half term, pupils will revisit the seven Sacraments where the focus will be Eucharist/Holy Communion. Building on from work in Year one, pupils will deepen their understanding of the Eucharist as a 'special meal'. They will now recognise this Blessed Meal as a sign of thanksgiving and an act of remembrance. Pupils will further their knowledge of signs and symbols in this unit of work.</p>	<p>Furthermore, pupils will gain an understanding of the work of People of God. They will learn about their devotion to Church. As pupils progress through this term, they will be able to articulate confidently the actions of a Christian and begin to explain and give reasons for their actions.</p> <p>In school this half term, pupils will celebrate/attend Penitential Mass and understand the importance of gathering and listening closely to the Word. Additionally, pupils will recognise that this is a time to seek forgiveness and say sorry just as we do in the season of Advent.</p> <p>Islam This term pupils will explore Islam. Year 2 will learn to recognise the importance of prayer to a Muslim and will be able to describe how and why a Muslim prays 5 times a day. As the pupils explore this religion, they will continue to make comparisons between Catholicism and Islam.</p>	<p>out the work of Jesus and spread the Word of God.</p> <p>Rules: Reconciliation During the latter part of this half term, pupils will focus on another of the seven sacraments – Reconciliation. Throughout this unit, pupils will deepen their understanding of the term 'penitence.'</p> <p>By the end of the unit, pupils will recognise that in forgiving one another and recognising our own faults, we are being good Christians and living out the Gospel values. Furthermore, pupils will recognise and describe important signs and symbolism of Reconciliation.</p>	<p>In addition to this, pupils will learn about how the world in which we live is a gift from God which should be treasured. They will explore Stewardship of Creation and identify ways in which they can be stewards of the Lord through their actions and behaviour. This links to aspects of the PSHE curriculum and allows the pupils to uphold the schools mission and vision, in that they are taking responsibility for their own actions.</p> <p>Sikhism This term, pupils will explore Sikhism. Pupils will learn about the importance of prayer in a Sikh's life, Furthermore, pupils will learn about Guru Nanak. Throughout the unit, pupils will compare Catholicism and Sikhism.</p>
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>
<p>Beginnings To ask and respond to questions about their own experiences of new beginnings. To re-tell the story of Creation. To re-tell some phrases from the psalms. To use religious phrases and vocabulary to explain different types of prayers. To describe that people are kind and loving because God made them.</p> <p>Belonging: Baptism To ask and respond to questions about the reasons and the importance of some symbols in their life. To Recognise key figures in the history of the People of God.</p>	<p>Judaism To understand and explain why Jewish people celebrate Shabbat. To recognise and describe the steps involved in Shabbat. To describe how believers behave and respond to this special feast day.</p> <p>Preparations: Advent To ask and respond to their own and others experience and feelings about how important it is to prepare well and what happens if there is no preparation. To retell the story of the Annunciation and the Visitation To retell the story of the Nativity and be familiar with the characters in these stories</p>	<p>Books To recognise that the Bible is a special book and name some of the stories in the Bible. To recognise key people in the local, national and global Church. To recognise and describe some of the special books used in church and the people who use them and describe how the Gospels are used by the parish family. To use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel. To make links between the Gospels and Christian belief. To give reasons for the religious actions and symbols connected with the reading of the Gospel.</p>	<p>Opportunities: Lent & Easter To recognise some religious stories connected with Lent, Holy Week and Easter. To recognise that some Christians use the time of Lent opportunity to choose good actions/behaviour and describe the actions of a Christian during this time. To recognise and describe some religious signs, symbols and actions associated with Lent, Holy Week and Easter and to use appropriate religious vocabulary connected with them. To retell the some of the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday.</p>	<p>Spread the Word: Eucharist To recognise and retell the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost. To recognise and describe how the disciples changed through the power of the Holy Spirit. To recognise and describe how the Holy Spirit helps Christians in their lives. To describe and give reasons ways in which Christians spread the word of the Good News of Jesus in their lives. (make links to their own daily lives).</p> <p>Rules: Reconciliation</p>	<p>Universal Church: Treasures To retell with increasing detail special stories about creation and treasuring our world. To recognise key people in the local, national and global Church. To describe give reasons some ways in which religion is lived out by believers in terms of treasuring God's world. To describe the life and work of some key figures in the history of the People of God. To make links and give reasons between religious stories about creation and treasuring our world and beliefs.</p>

<p>To describe some actions and symbols used in Baptism.</p> <p>To describe some ways in which Christians live as followers of the light of Christ.</p> <p>To explain the order of the Rite of Baptism (including key symbols – water, oil, gown, candle etc.)</p>	<p>To describe some religious actions and symbols connected with the liturgical season of Advent.</p>	<p>Thanksgiving – Eucharist</p> <p>To recognise the story of the Last Supper and re-tell with increasing detail.</p> <p>To recognise signs and symbols, different words and phrases used in the Eucharist (at Mass) to give thanks.</p> <p>To recognise that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God.</p> <p>To describe how Catholics try to live what they have experienced at Mass in their daily lives (making links with daily lives and the Eucharist – giving reasons for their actions).</p> <p>To give reasons why some people are an Extraordinary Minister of Holy Communion.</p>	<p>Islam</p> <p>To recognise and describe how a Muslim prepares for prayer.</p> <p>To describe and give reasons for Muslims praying 5 times a day.</p> <p>To recognise and describe some signs and symbols of Islam.</p> <p>To compare and contrast the life of a Muslim and Christian.</p>	<p>To recognise the story of Peter asking Jesus about forgiveness as a religious story (Matthew 18).</p> <p>To recognise some religious words and signs that Christians use to express sorrow and forgiveness.</p> <p>To recognise that people say sorry and ask forgiveness because they are followers of Jesus.</p> <p>To use religious words and phrases to describe the examination of conscience.</p> <p>To describe some aspects of the Sacrament of Reconciliation.</p> <p>To describe how Christians try to practise Jesus' commandment of love, peace and reconciliation.</p>	<p>Sikhism</p> <p>To understand who Guru Nanak is.</p> <p>To explain where Sikh's pray and describe how often.</p> <p>To explain what is special about Sikh names and why they have a special name.</p>
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Subject: Religious Education				Year group: 3	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Domestic Church: Homes</p> <p>The focus for this half term's learning is to understand God's vision for every family, the joys and sorrows of being part of a family and to learn about Jesus' love for us.</p> <p>The children will build on prior learning from the Beginnings unit of work from Year 2, where pupils began to understand God's vision, by learning that people are kind and loving because humans are made in the image of God.</p> <p>By the end of this unit, pupils will be able to confidently talk about their own families and what makes a house a 'home'. They will have a deeper understanding of God's vision for our families and the ways in which Christians live as a result of their beliefs.</p>	<p>Judaism</p> <p>Throughout the year, pupils will develop an awareness and appreciation of other world religions. During this half term, pupils will revisit Judaism. They will build on prior learning from Year 2 and develop a greater understanding of this world faith.</p> <p>By the end of this unit, pupils will be able to name and describe religious actions and symbols, confidently talk about the synagogue as a place of worship and make comparisons with Catholicism.</p> <p>Advent/Christmas</p> <p>This unit of work will enable pupils to understand that Advent is a time to prepare for the coming of Jesus Christ,</p> <p>By the end of this unit, children will understand the actions and symbols used during Advent. They will be able to</p>	<p>Journeys</p> <p>The focus for learning this half term is understanding the Church's year as a journey. Pupils will revisit familiar bible stories and revise the actions and choices a Christian makes because of their beliefs.</p> <p>As a result of this unit, pupils will be able to retell the story of the Annunciation of Mary, describing how the actions of Mary, influences the actions of a Christian today.</p> <p>Listening and Sharing: Eucharist</p> <p>In second part of this half term, pupils will revisit the seven Sacraments where the focus will be Eucharist/Holy Communion. Building on from work in Year 2, pupils will deepen their understanding of the Eucharist as a 'special meal'.</p>	<p>Giving All</p> <p>Throughout this unit of work, pupils will explore Lent and Easter. They will learn about this significant event in Jesus' life and understand the sacrifices He made for Christians today.</p> <p>By the end of this unit, pupils will have had the opportunity to explore signs and symbols associated with this liturgical season and learn that Lent is a time for preparation. In addition, pupils will describe how Christians' beliefs affect their actions and express a viewpoint. Pupils will make Lenten pledges and support fundraising in school.</p> <p>Islam</p> <p>This term pupils will explore Islam. Year 3 will learn to recognise the importance of prayer to a Muslim. As the pupils explore this religion, they</p>	<p>Energy</p> <p>The focus for this half term is understanding the Power of the Holy Spirit. Pupils will continue to recognise the Holy Spirit as a gift and understand how Christians use this gift to do the work of God.</p> <p>By the end of this unit the children will be able to talk about the power of the Holy Spirit, retell the story of the Ascension and Pentecost. Pupils will begin to make links with scripture and their own life experiences.</p> <p>Choices</p> <p>The main context for learning is to understand the importance of conscience in making choices, the role of sin and the Sacrament of Reconciliation.</p> <p>By the end of this unit, children will understand that choices have consequences and</p>	<p>Special Places</p> <p>As pupils enter the final half term, they will learn what pilgrimage is and begin to recognise places of pilgrimages. Additionally, pupils will be able to discuss why these places of pilgrimage are special to Christians.</p> <p>As a result of this unit, pupils will be able to compare their own and other's beliefs, retell a story about a special place for Jesus, use religious vocabulary and describe an important Christian pilgrimage.</p> <p>Sikhism</p> <p>In this final unit of work, pupils will develop an appreciation and awareness of Sikhism. In addition, pupils will compare it to Catholicism.</p>

<p>Baptism In the latter part of the first half term, pupils will continue to develop their knowledge of the Seven Sacraments. Pupils will build on prior learning of Baptism from Year 2. As a result of this unit of work, pupils will understand the promises made at Baptism, be able to retell the story of Jesus' Baptism and identify ways Christians live out their Baptismal promises.</p>	<p>show how feelings and beliefs affect how a Christian prepares for Advent. In addition to this, pupils will participate in class liturgies, masses and whole-school performances.</p>	<p>By the end of this unit, children will be able to describe the steps taken to prepare the gifts, read and understand the Gospel of Matthew, describe the importance of the Penitential Rite and the actions involved in Communion.</p>	<p>will continue to make comparisons between Catholicism and Islam.</p>	<p>will independently recognise and describe important signs and symbolism of Reconciliation.</p>	<p>By the end of this unit, children will be able to name and describe religious actions and symbols, explain the importance of the Gudwara and make comparisons between faiths.</p>
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>
<p>Domestic Church: Homes. To explore what makes a house a home. To read St Paul's letter to the Corinthians and describe the advice given. (Romans 12: 8-13) To describe some ways Christians live as people of God. To identify ways in which Christians actions are affected by their beliefs. (Colossians 3:12-17) To express a viewpoint and preference. Promises: Baptism. To explore Genesis 9:8-17 and ask and respond to questions about promises. To retell, with increasing detail, the story of the Baptism of Jesus. (Matthew 3:13-17) To describe actions and symbols used during Baptism. To identify ways Christians live out their Baptismal promises. To make links between Christian's actions and promises made at Baptism.</p>	<p>Advent/Christmas: Visitors To understand the joys and demands of a visitor. To know about the life and work of the People of God (Isaiah 40:1-5) To begin to make links between the scripture stories and advent as a season of preparation. To describe and give reasons for actions and symbols which are present during the season of Advent. To make links to show how feelings and beliefs affect how a Christian prepares for Advent. To express a viewpoint and preference. Judaism To name and describe some religious actions and symbols. To recognise the synagogue as special place of worship. To compare Catholicism and Judaism.</p>	<p>Journeys To ask and respond to questions about a journey. To retell a special story about a religious event of person (The annunciation to Mary Luke 1:26-38) To explore Romans 13:9-13 and describe some of the actions and choices a Christian make because of their beliefs, making links to scripture. To describe how prayer leads to good actions. To express a viewpoint and preference. Listening and Sharing To explore the importance of listening and sharing. To describe the steps involved in the preparation of the gifts. To explore Matthew 5:45-48 and identify the advice offered. To explore the importance of the penitential rite and explain how it illustrates God's love for all (Corinthians 11 24 -27). To describe the actions involved in the communion rite.</p>	<p>Giving All To ask and respond to questions about their own and others' experience and feelings of how people give themselves for others (Luke 41:4 The Temptation of Jesus). To retell the story of 'Jesus in Garden of Gethsemane' (Mark 2:26-32). To explore the religious symbols/actions of a believer during Lent. To explore how the beliefs of a Christian affect their actions and give reasons for these actions. To express a viewpoint and preference. Islam To name and describe some religious actions and symbols. To describe the importance of the Mosque as a special place of worship. To identify and describe similarities and differences between Islam and Christianity. To explore the importance of daily prayer.</p>	<p>Energy To explore what I and others wonder about the power of wind and fire. To retell, with increasing detail, the story of the Ascension and the coming of the Holy Spirit at Pentecost (Acts 1:6-11). To explore links between the story of Pentecost and Christian belief in the power of the Holy Spirit. To demonstrate how Christians use the gift of the Holy Spirt. (Acts 1:12-26) To use a given source to express a viewpoint and preference. Choices To understand that choices have consequences. To read Matthew 21: 28-31 and understand the role of conscience in making choices. To understand the steps involved in the Sacrament of Reconciliation and give reasons for each step. To describe the work of the People of God today (Maximilian Kolbe/Thessalonians 5:12-18). To use a given source to express a viewpoint or preference.</p>	<p>Special Places To ask and respond to questions, comparing their own and others' beliefs. To retell a story, with increasing detail, about special places for Jesus. To name and describe an important Christian pilgrimage. To use religious vocabulary to explain your understanding of stewardship of creation. Sikhism To name and describe some religious actions and symbols. To explore the importance of the Gudwara as a special place of worship. To identify similarities and differences between Sikhism and Catholicism. To describe the importance of prayer.</p>

Subject: Religious Education

Year group: 4

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>People This builds on from the Year 3 topic of 'Home' which teaches the children about God's vision for every family. The joys and sorrows of being a family and learn about Jesus' love for us.</p> <p>This topic aims to teach the children about the family of God in scripture: Jesus' ancestors and to make links between these parables and actions of people today.</p> <p>Building Bridges This unit deepens the understanding from the Year 3 topic of 'Choices' which looks at the importance of conscience in making choices; understanding the meaning of sin and the role conscience plays in The Sacrament of Reconciliation.</p> <p>Children will learn about the importance of admitting right and wrong, being reconciled with God and one another: The Sacrament of Reconciliation and learning the power / importance of forgiveness.</p>	<p>Judaism This aims to deepen the children understanding of the Jewish faith after having been taught about their special place of worship (the synagogue)</p> <p>Following this, the children will be able to state the fundamental beliefs and symbols of Judaism and discuss the importance of the Torah.</p> <p>Gift This unit strengthens the children's understanding of the Advent season having previously learning about the topic 'Visitors' which looks at the understanding and demands of visitors and the waiting for the coming of Jesus.</p> <p>Children will be able to talk about the Advent and preparing for our special guest. Linking key symbols and actions (such as the Christmas wreath) in Advent to scripture.</p>	<p>Community This is further developed from the Year 3 topic 'Journeys' which focuses on the Christian family's journey with Jesus through the Church's year. The Seasons of the Church's year.</p> <p>This topic will teach the children about life in the local Christian community: roles and responsibilities of parishioners and about Christians joining together as a community.</p> <p>Giving and Receiving This unit aims to deepen the knowledge from the Year 3 topic 'Listening and Sharing' which focuses on listening to the Word of God and sharing in Holy Communion.</p> <p>This unit will deepen the children's understanding of giving and receiving every day and the importance and symbolism of the Eucharist: knowing the Eucharist challenges and enables living and growing.</p>	<p>Islam This continues from the children's study of Islam which focused on the Mosque as a place of worship. The activities which take place at the mosque and respect for the importance of the Mosque.</p> <p>At the end of this unit, children will be able to explain the fundamental beliefs and symbols of Islam and the importance of the Qur'an.</p> <p>Self-Discipline This leads on from the Year 3 topic 'Giving all' which tells the children that Lent is a time to remember Jesus' total giving. Understanding the importance of giving and the Resurrection of Jesus.</p> <p>Children will learn about Lent: celebrating growth to new life and how Christians live in God's way. They will also understand that Jesus is an example to Christians and see the opportunities Lent gives to Christians.</p>	<p>New Life This topic allows the children to build on their knowledge from the year 3 topic 'Energy' which looks at the wonder and power of the Holy Spirit. The Celebration of Pentecost. The Ascension, The Gift of the Holy Spirit.</p> <p>Following this, the children will hear and live the Easter message. Spreading the Good News. They will also understand the importance of the power of the Holy Spirit. While exploring Paul's letters about his journey spreading the Good News.</p> <p>Called This is further developed from the Year 3 baptism topic 'Promises' with the meaning of the promises made at Baptism. Belonging to a group involves making promises and rules, signs and symbols used in Baptism.</p> <p>At the end of the unit, children understand that Jesus gives himself to us in a special way and that he calls upon people. They will also explore Confirmation and the significance of the anointing; gifts received at Confirmation and look at ways of living in the light of Jesus.</p>	<p>God's People This builds on from the Year 3 topic called 'Special Places' which studies the special places for Jesus and the Christian community. Special places for Jesus and the Christian Community. Holy places of worship.</p> <p>This topic will teach the children about different saints and show people what God is like. They will also discuss ideas about what makes a person do extraordinary things. With a focus on Oscar Romero, Saint Teresa of Calcutta, and Martin Luther King.</p> <p>Hinduism This aims to further their knowledge of other faiths from previous years which have focused on Sikhism.</p> <p>Following this unit, the children will have an understanding of the fundamental beliefs and symbols of Hinduism and recognise the importance of their holy books.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>People To retell scripture stories, such as the story of Abraham, Joseph, and Solomon, that are accurate in sequence and detail. To make links between beliefs and life, giving reasons for actions and choices. To make links to show how feelings and beliefs affect their behaviour and that of others. To describe, with increasing detail and accuracy, those actions of believers which arise because of their beliefs.</p>	<p>Judaism To understand the importance of the Torah for Jewish people. To understand and recognise symbols associated with Judaism. To compare and contrast Christianity and Judaism.</p> <p>Gift To ask and respond to questions about their own and others' experiences and feelings about Advent.</p>	<p>Community To ask and respond to questions about their own and others' experiences and feelings about community. To make links between beliefs and worship, giving reasons for actions and symbols. To describe, with increasing detail and accuracy, those actions of believers which arise as a consequence of their beliefs.</p>	<p>Islam To understand the importance of the Qur'an for the Muslim community. To understand how the five pillars of Islam impact on the Muslim community.</p> <p>Self-Discipline To ask and respond to questions about their own and others' experiences and feelings about being disciplined. To make links between beliefs and worship, giving reasons for actions and symbols.</p>	<p>New Life To ask and respond to questions about their own and others' experiences and feelings about good news. To use a wider range of vocabulary to describe symbols associated with Pentecost. To express a point of view. To make links between beliefs and worship, giving reasons for those actions which result in the belief in the Good News and the Holy Spirit.</p>	<p>God's People To ask and respond to questions about their own and others' experiences and feelings about God's people. To retell the story of Oscar Romero. To make links between the life of Oscar Romero and some Christian beliefs .</p> <p>Hinduism To understand the importance of the Hindu holy books.</p>

<p>Building Bridges To ask and respond to questions about their own and others' experiences and feelings about reconciliation. To retell scripture stories, such as the story of the Good Samaritan and the Prodigal Son, that are accurate in sequence and detail. To make links between beliefs and life, giving reasons for actions and choices. To make links to show how feelings and beliefs affect their behaviour and that of others. To describe, with increasing detail and accuracy, those actions of believers which arise because of their beliefs in relation to the Sacrament of Reconciliation.</p>	<p>To make links between beliefs and sources, giving reasons for beliefs. To use a wider range of vocabulary to give reasons for symbols connected with Advent. To make links between beliefs and worship, giving reasons for actions and symbols associated with Advent. To describe, with increasing detail and accuracy, those actions of believers which arise because of their beliefs.</p>	<p>To make links between Mark 3:13-19 and Acts 6:2-13 and what Catholics believe about being called. Giving and Receiving To ask and respond to questions about their own and others' experiences and feelings about giving and receiving. To describe, with increasing detail and accuracy, the different roles of people in the local church. To make links between beliefs and sources, giving reasons for beliefs. To use a wider range of vocabulary to give reasons for actions and symbols. To express a point of view.</p>	<p>To use a wider range of vocabulary to describe some ways in which self-giving is lived out.</p>	<p>Called To ask and respond to questions about their own and others' experiences and feelings about being called. To be able to describe some of the actions and symbols linked to Confirmation. To describe some ways in which people are called to live a Christian life. To describe and show an understanding of scripture and the call to holiness, making links between them.</p>	<p>To understand how Hindus learn from scripture and make links to Christianity.</p>
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Subject: Religious Education					
Autumn			Spring		Summer
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Domestic Church Through the study of the Domestic Church unit, pupils will explore a deeper understanding of who they are. Links to scripture and other religions will be made throughout the unit, to solidify their understanding of 'them'. Pupils will be able to use skills taught across the school to help them achieve objectives set out in the Year 5 Domestic Church unit. In Year 4, pupils were able to compare other people to the likeness and image of God, a skill that will support them when making connections with themselves. Pupils can also use transferrable skills from English lessons to support their writing, debating and persuasion proficiency.</p>	<p>Judaism Through the study of the Judaism unit, pupils will explore the beliefs and festivals celebrated in the Jewish religion. Pupils have previously looked at special days and rituals in EYFS, a topic which introduced pupils to events that are celebrated in the Jewish faith. The aim of this unit is to deepen pupils' knowledge of the fundamental beliefs that underpin the religion. By the end of this unit, pupils will be able to recognise the similarities and differences that are associated with following the Jewish religion. Advent Through the study of the Advent unit, pupils will explore the waiting</p>	<p>Mission Through the study of the Mission unit, pupils will explore the importance of community in the daily living of a Christian. Pupils' prior learning in the Year 4 unit Community can be used to support their progressive understanding of community. Pupils have previously looked at the life of a local Christian community, the roles and responsibilities of parishioners and the joining together as a community. In Year 5, this prior learning will be developed and expanded in order for pupils to make links to the mission of inspirational leaders, against the mission of the Christian community. Further to this, pupils will investigate the building blocks of a</p>	<p>Islam Through the study of the Islam unit, pupils will explore the Islamic religion and make comparisons between Islam and Christianity. Pupils can use skills taught in other year groups to refer to buildings, beliefs and traditions. In Year 3, pupils examined the mosque. They investigated what happens in the mosque, rules that must be followed and how these are similar for Christians. This skill can be transferred to Year 5, where pupils will then use this knowledge to help support them in making links to the Pilgrimage to Makkah. Pupils will use links made in EYFS Special Days unit to develop an analytical understanding of beliefs and worship when learning about Ramadan and the purpose behind it.</p>	<p>Transformation Through the study of the Transformation unit, pupils will explore the Spirit of God and how He lives out in all that we do. Pupils' prior learning in the Year 4 New Life unit to make links between the Easter message and the importance of the power of the Holy Spirit. Freedom and Responsibility Through the study of the Freedom and Responsibility unit, pupils will explore the act of living freely using His Holy Spirit's guidance of responsibility. Pupils will have previous knowledge of what it means to have freedom. They will have a clear understanding that Jesus gave Himself to us in a special way so that he could call on His people.</p>	<p>Stewardship Through the study of the Stewardship unit, pupils will explore what it means to act as stewards of God's creations. Pupils will learn how it is a Christian's responsibility to utilise and manage all resources God provides, for the glory of God and the betterment of His creations. They will use scripture to deepen their understanding of creation and the important role given to us by God.</p>

<p>By the end of the Domestic Church unit, pupils should be able to recognise that each person is made in the image and likeness of God. Pupils will understand that to know 'ourselves' and to appreciate that our values and that uniqueness is central to wellbeing. They will identify the different qualities that they and others possess and the impact that they have on others in the community.</p> <p>Life Choices Through the study of the Life Choices unit, pupils will explore marriage and what this means for the Catholicism.</p> <p>Through Baptism, Christian's are called to a life of holiness and to the mission of spreading the word of God.</p> <p>Pupils will explore how this mission may be lived out in different ways and how for some this will be through marriage.</p> <p>Pupils will make comparative links between marriage and other ways in which the holiness of God is lived out.</p> <p>Pupils should begin to make links and connections to show how feelings and beliefs affect their own and others' behaviour / relationships.</p> <p>Pupils will be able to make connections to prior learning in Year 3 Promises and how marriage is a promise made by two people.</p> <p>By the end of the Life Choices unit, pupils should be able to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. They should be able to</p>	<p>of joyful hope for Jesus. Pupils will look closely at religious symbols and the connotations that they have on acts of worship during the time of Advent.</p> <p>Pupils have previously looked at Advent as a period of gift in Year 4. A topic which introduced pupils to some religious symbols and the act of waiting for the coming of Jesus.</p> <p>The aim of the Year 5 unit is to deepen pupils' prior learning on the gift of Jesus, to compare their own and other people's ideas of waiting for His arrival and understand that these are informed by beliefs and values.</p> <p>As a result of this unit of study, pupils will show an understanding of how beliefs in the coming of Christ shapes the lives of Christians, encouraging them to love and serve other people.</p> <p>Pupils will also be able to give justified reasons as to why Christians show love and service to Jesus as they wait hopefully for the coming of Christ, making scriptural links to show a knowledge of how people prepare for this arrival during Advent and throughout their lives.</p>	<p>Christian community, as well as those that do not necessarily belong to the Catholic Church.</p> <p>As a result of this unit of study, pupils will be able to compare the mission of inspirational leaders, bishops and diocese to that of their own.</p> <p>Sacrifice Through the study of the Sacrifice unit, pupils will explore the importance of memories and the significance and impact that they have on people's lives.</p> <p>Pupils will discover how memories are evoked, shaping the way that we live our lives.</p> <p>Pupils will draw on their prior learning from the Year 4 unit Giving and Receiving in which they investigated the importance of the Eucharist in our living and growing.</p> <p>The knowledge acquired from the Year 4 unit of study will support pupils to make justified responses to explain the correlation between a person's views and beliefs.</p>	<p>By the end of the Islam unit, pupils should recognise differences, comparing and contrasting different points of view and how decisions are informed by beliefs and moral values.</p> <p>Lent Through the study of the Lent unit, pupils will explore the way we live our life, treat others and how our words show if we have an attitude towards service.</p> <p>This unit of work leads on from the Year 4 unit Self-Discipline which taught pupils about celebrating growth to new life and the way in which Christians live in God's way. Pupils should have an understanding that Jesus is an example to Christians and see the opportunity that Lent provides Christians.</p> <p>In Year 5, pupils will progress this learning from Year 4 by investigating the celebration of Pentecost – focusing on the power of the Holy Spirit and the changes he creates.</p>	<p>Pupils will be able to use this prior learning to expand on the act of forgiveness. Pupils should acknowledge their ability to reach out and repair any damages that have been done.</p> <p>By the end of this unit of study, pupils will be able to make connections between the sacrifices of Jesus and the freedom and responsibility outlined to them because of this. Pupils will also show an understanding of how they, as the people of Christ, are informed by beliefs and values.</p>	
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engage with the understanding of how each person shares in the mission of Christ.					
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Domestic Church To show an understanding of St Paul's letters by making links between beliefs and life. To understand how our beliefs affect the beliefs of others and to describe complex scripture in a way that shows understanding of the scripture used. To show a knowledge and understanding of the life and work of key figures in the history of the People of God. To describe complex scripture passage in a way that shows understanding of the scripture source used. To plan a liturgy to celebrate the unit.</p> <p>Life Choices To show an understanding of how our own and others' decisions are informed by beliefs and moral values. To show an understanding of the words of St Paul (Ephesians 4:11-13), by making links between: beliefs and life. To show an understanding of marriage, by making links between: beliefs, sources and life. To show a knowledge and understanding of religious symbols and the steps involved in religious actions and worship. To plan a liturgy to celebrate the Life Choices/ Marriage unit of work.</p>	<p>Judaism To show a knowledge and understanding of a range of religious beliefs (Judaism). To recognise difference by comparing and contrasting different points of view.</p> <p>Hope: Advent To show a knowledge and understanding of religious symbols and steps involved in religious actions and worship (during Advent). To show understanding of Advent by making links between beliefs and sources. To show and understanding of Advent making links between beliefs and worship. To show and understanding of Advent by making links to beliefs and life. To use a developing religious vocabulary widely and accurately and appropriately. To show an understanding of how own and other's decisions are informed by beliefs and moral values. To describe complex scripture passages in a way that shows understanding of the scripture source used. To plan a liturgy to celebrate the Hope unit.</p>	<p>Mission To show a knowledge and understanding of the actions of some believers which arise because of their beliefs. To describe complex scripture passages in a way that shows understanding of the scripture source used. To show a knowledge and understanding of actions of believers which arise as a consequence of their beliefs. To show understanding of by making links between beliefs and life. To use sources to support a point of view. To show a knowledge and understanding of what it means to belong to a church community. To show a knowledge and understanding of a range of religious beliefs. To compare and contrast different points of view. To plan a liturgy to celebrate the Mission unit.</p> <p>Memorial Sacrifice To show understanding of Exodus, by making links between beliefs, sources and life. To describe complex scripture passages in a way that shows understanding of the scripture source used. To show a knowledge and understanding of religious symbols and the steps involved in religious actions and worship. To show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs. To plan a liturgy to celebrate the Memorial Sacrifice unit.</p>	<p>Islam To recognise difference, comparing and contrasting different points of view. To show how own and others decisions and informed by beliefs and values.</p> <p>Sacrifice: Lent To show a knowledge and understanding of religious symbols and steps involved in religious actions and worship. To show an understanding of Lent by making links between beliefs and sources. To show an understanding of Lent by making links between beliefs and worship. To show an understanding of Lent by making links between beliefs and life. To use a developing religious vocabulary widely, accurately and appropriately. To use sources to support a point of view. To plan a liturgy to celebrate the Lent unit.</p>	<p>Transformation To show an understanding of Pentecost by making links between beliefs, sources and life. To show a knowledge and understanding of religious symbols and the steps involved in religious actions and worship. To describe complex scripture passages in a way that shows understanding of the scripture source used. To show understanding of Pentecost, by making links between beliefs & sources. To plan a liturgy to celebrate the transformation unit.</p> <p>Freedom and responsibility To show understanding of God's given laws, by making links between beliefs & sources & worship. To use a developing religious vocabulary widely, accurately and appropriately. To show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs. To 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. To plan a liturgy to celebrate the Freedom and responsibility unit.</p>	<p>Stewardship To show an understanding of the care of Creation and its people by making links between beliefs and sources. To show understanding of creation, by making links between beliefs & life. To show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs. To describe complex scripture passages in a way that shows understanding of the scripture source used. To plan a liturgy to celebrate the unit.</p>

Subject: Religious Education				Year group: 6	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p><u>Domestic Church</u> In this first unit, pupils build upon their Domestic Church topic from Year 5 in which they learnt that, for Christians, the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family.</p> <p>In Year 6, they will extend their understanding to learn how it is in the love of a family that Christians first experience the reality of Church. Everyone begins life in a home and family or community of some kind.</p> <p>Pupils will use a combination of scripture, hymns and art work to complement their understanding of this unit of work.</p> <p><u>Vocation and commitment</u> In the second unit of Year 6, pupils draw on their understanding of vocation and commitment from Year 5 where they studied the Sacrament of Baptism. Through Baptism the Christian is called to a life of holiness and to the mission of spreading the Good News. That life may be lived out in different ways and for some, it will be through marriage. Whatever life choices are made, the Christian is called to a commitment of holiness and service of others. This unit utilises this understanding to explore the processes and symbols involved in the Sacrament of Ordination.</p>	<p><u>Judaism</u> Judaism is taught each year with a different focus. In Year 6, pupils focus on Rosh Hashannah and Yom Kippur in which they learn about the value of atonement and making a fresh start. This builds upon the knowledge from Year 5 when the festival of Pesach was studied.</p> <p><u>Advent</u> During Advent, pupils focus on the theme of expectations and the way in which beliefs affect the life and actions of Christians during this time. This builds directly upon Year 5's unit of study in which pupils focussed on the theme of loving and waiting in joyful hope for the new Messiah. Pupils have a strong understanding of Advent as a time of preparation and take part in many liturgical celebrations in school during this time.</p>	<p><u>Sources</u> This unit builds upon pupils' understanding of the structure of The Church and the way in which Jesus' mission is carried out. In Year 6, pupils focus on deepening their understanding of The Bible and the various texts within this. They are able to locate and sequence Bible references, as well as explore and explain stories from The Old Testament.</p> <p><u>Unity</u> In Unity, pupils use their deepening knowledge of Eucharist which has been built upon since Holy Communion preparation in Year 4. In this topic, pupils explore aspects of life which nourish relationships and unity. They explore the ways in which Jesus provides nourishment through our lives and the ways in which the Christian community grow in communion every day.</p>	<p><u>Islam</u> Pupils' focus on Islam in Year 6 is on guidance through the Five Pillars of Islam. This builds upon the knowledge and understanding from Year 5 in which pupils learnt specifically about Ramadan and pilgrimages, which helps them to understand the pillars related to Hajj and fasting. By the end of the unit, pupils will be able to produce a comprehensive comparison of Islam and other faiths.</p> <p><u>Death and New life</u> During Lent, pupils will focus on the theme of Death and New life; in this, they learn that, for Christians, it is through the Life, Death and Resurrection of Jesus that new life begins. He reveals the way to eternal life for us and so a new life begins here and now, a life which will culminate in future glory. The Lenten journey is one which takes us to the glory of Easter Sunday, from death to new life. This follows on from Year 5's unit of study which explores the theme of sacrifice during Lent.</p>	<p><u>Witnesses</u> The topic of Witnesses allows pupils to continue to develop their understanding of Pentecost which has been built on throughout their school journey. Through this unit, pupils learn that Christians believe that the spirit of God is active in each person and in a special way in the community of believers which is the Church. The Feast of Pentecost is the celebration both of the gift of God's Holy Spirit and the trust God places in people to be witnesses in the world.</p>	<p><u>Healing</u> Healing is a sensitive topic which provides pupils with the opportunity to extend their understanding of the Sacrament of anointing the sick. This complements their understanding of the other Sacraments which are studied throughout KS2.</p> <p><u>Common Good</u> The final unit of the year is part of the Universal Church unit in which pupils explore their place in the Christian community and how they can contribute to the 'common good' for all. There is a strong emphasis on charity work in this unit which builds upon pupils' understanding and experience throughout their school journey. Year 6 will end their studies by being able to clearly articulate the links between beliefs, practices and actions in life.</p>

Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p><u>Domestic Church – Family</u> To compare our own and others' responses to questions about unconditional love. To write a Psalm in the style of Psalm 136 praising God. (To show understanding of beliefs, sources, by making links between them.) To read Titus 3:2-8 and consider what Paul's message to the people of Crete was. To read Luke 15:11-32 (Prodigal Son) and discuss reasons and express a point view for/against forgiveness of the reckless son's actions. To show knowledge and understanding of religious symbols via Rembrandt's paintings of the Prodigal Son.</p> <p><u>Vocation and commitment</u> To compare own and other people's ideas concerning commitment. To read Mark 1: 9-11 and John 1: 35-41 to gain a knowledge and understanding of the life and work of Saint Andrew. To show a knowledge and understanding of what it means to belong to a church community and of religious symbols and actions. To show an understanding of how own and other's decisions are informed by beliefs and moral values.</p>	<p><u>Judaism</u> To explain what Rosh Hashannah is in order to show a knowledge and understanding of other religious beliefs. To show a knowledge and understanding of those actions of believers which arise a consequence of their beliefs, through learning about Mitzvah Day. To explain what Jewish people do on the day of Yom Kippur and why.</p> <p><u>Expectations</u> To read 1 Cor 16: 13-14 to explore the expectations on us and others during Advent. To show a knowledge and understanding of Isaiah 35 and Isaiah 62. To critique the painting 'Annunciation' by Fra Angelico to show an understanding of Mary. To show understanding of John 1: 14-18 by making links between beliefs and sources. To use the words of John the Baptist (Mark 1: 1-5) to design a set of guidelines which will help people prepare for the coming of Jesus.</p>	<p><u>Sources</u> To compare different versions of Matthew 5: 13-16 and make links between beliefs and sources. To look up scripture references and show an understanding of the scripture passages. To explore the Dead Sea Scrolls and read Isaiah 53 to show knowledge and understanding of the history of the people of God. To show understanding of, by making links between, beliefs and sources.</p> <p><u>Unity</u> To express a point of view regarding values and friendship, giving reasons for this view. To recognise difference, comparing and contrasting different points of view in today's world. To show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. To compare two versions of the Lord's prayer and make links between beliefs and life. To show understanding of, by making links between, beliefs and worship.</p>	<p><u>Islam</u> To learn about the 5 pillars of Islam to arrive at judgements and give reasons for our points of view. To recognise difference, comparing and contrasting different points of view (Islam and Christianity).</p> <p><u>Death and New Life</u> To show an understanding of John 6 and make links between beliefs and sources. To show understanding of scripture and religious symbols by analysing the painting 'the rising of Lazarus' by Duccio. To use John 19 to write a guide to the liturgy held on Good Friday, making links between beliefs and worship. To design a Paschal candle to show knowledge and understanding of religious symbols and the steps involved in religious actions and worship.</p>	<p><u>Witnesses</u> To compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness. To show an understanding of Luke 24: 44-49 and Matthew 28: 16-20 to make links between beliefs and sources. To use Acts 1: 6-14 to show a knowledge and understanding of the actions of believers which arise as a consequence of their beliefs. To show an understanding of how the acts of St Stephen were informed by his beliefs and moral values and to respond to questions about courage and values. To read Acts 16: 11-15 and consider how Lydia's example reflects on the life of women today.</p>	<p><u>Healing</u> To compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer. To show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility. To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them.</p> <p><u>Common Good</u> To compare their own and other people's responses to questions regarding injustice/unfairness. To show understanding of how own and other's decisions are informed by beliefs and moral values. To identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good, arise. To describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.</p>