

RE: Come and See – Knowledge engaged curriculum. Sequence determined by the liturgical year. Big questions planned in planning meeting.

Themes and Topics	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic Church Family	Some Chn will be able to talk about their own feelings, experiences of being known and called by name. Some Chn will be able to recognise some phrases from the Psalms which tell about God's love for them.	Chn will be able to talk about their experiences and feelings about the roles of people within families and ask and respond to questions. Chn will be able to say what they wonder about the care given to people within families. Chn will be able to recognise and retell the stories and psalms which reveal God's love and care.	Chn will be able to talk, ask and respond to questions about their experience and feelings about new beginnings. Chn will be able to say and ask questions about what they wonder about the excitement that a new start can bring. Chn will be able to recognize and retell the story of Creation as a religious story. Chn will be able to recognize, describe and use some religious words and phrases about types of prayer. Chn will be able to recognize and describe that people are kind and loving because God made them. Chn will be able to say and ask questions about what they wonder about the beauty around them and God creating the world.	Chn will ask and respond to questions about experiences, feelings about homes. Chn will be able to ask questions and compare about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Chn will be able to retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family and make links between scripture and belief. Chn will describe some ways Christians live as people chosen by God and give reasons why Christians should love others. Chn will ask questions and compare about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees and compare ideas to others. Chn will ask questions about what they and others wonder about family trees. Chn will be able to retell some of the stories from scripture about Jesus' family and make links between these stories and what people believe about God and Jesus. Chn will be able to describe some ways in which characters in the Bible lived out their lives and describe and show understanding of the roots of Jesus' human family.. Chn will be able to describe and show understanding of what Christians believe about how God leads and guides people.	Chn will make links between their beliefs about talents and qualities and how they use them and how it affects others. Chn will be able to compare their own and other people's ideas about questions of talents and qualities. Chn will make links between the words of Paul and the Christian's belief in peace. Chn will be able to give reasons why Christians believe in peace. Chn will begin to show understanding of how beliefs and values affect our love and care of each other. Chn will be able to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. Chn will begin to show understanding of how the call to be holy shapes life.	Chn will be able to make links between their beliefs about love, their behaviour and how it affects others and show understanding of how religious belief in God's unconditional love shapes life. Chn will be able to compare their own and other people's ideas about questions of unconditional love. Chn will be able to make links between the story of the prodigal son and the Christian's belief in God's forgiveness. Chn will be able to give reasons for a Christian's love and care. Chn will be able to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them.
Baptism/ Confirmation Belonging	Chn will begin to talk about their own experiences and feelings of being welcomed. Chn will begin to say what they wonder about how they can make others feel welcome. Chn will begin to recognise some religious signs and symbols used in baptism. Some Chn will begin to use some religious words and phrases from the Rite of Baptism.	Chn will be able to talk about their experiences and feelings about belonging to different groups, ask and respond to questions. Chn will be able to say what they wonder about belonging and what that means. Chn will be able to recognise, describe and use some symbols religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...' candle etc. Chn will recognise that Baptism is the beginning of life in the Church family and will be able to ask questions about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer.	Chn will be able to talk, ask and respond to questions about their experience and feelings about signs which help them daily and important symbols. Chn will be able to say what, ask and respond to questions about what they wonder about the meaning, importance and power of some symbols in their life. Chn will recognise the signs and symbols and use and describe some religious words and phrases used in the Sac of Baptism. Chn will be able to recognise and describe ways that Christians act in a particular way because they are members of the Church family.	Chn will be able to ask and respond to questions about promises and make links between their actions and the promises made. Chn will be able to ask questions about what they and others wonder about why people make promises and give reasons for the promises made at Baptism. Chn will be able to retell the story of the Baptism of Jesus. Chn will be able to describe the actions and symbols used at Baptism. Chn will be able to give reasons how and why Christians live as followers of the Light of Christ	Chn will ask and respond to questions about being chosen and make links to show how feelings can affect the responses they might make. Chn will ask questions about what they and others wonder about the reason for responses to being chosen. Chn will be able to retell some special stories about religious events and people and make links between scripture and the call to holiness. Chn will use religious words and phrases to describe what it means to be called. Chn will be able to describe and give reasons for some ways in which people are called to live a Christian life. Chn will use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation.	Chn will make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other and begin to compare their own and other people's ideas. Chn will begin to engage with to questions of life, particularly in relationships. Chn will use a developing religious vocab to give reasons for the religious actions and symbols used in the Sacrament of Marriage, using religious terms to begin to show an understanding of the marriage liturgy and the Promises made. Chn will begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the mission of a Christian and married people Chn will reasons for the love and service shown by Christians. Chn will make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.	Chn will make links to show how feelings and beliefs affect behaviour in relation to commitment comparing to others. Chn will be able, using a developing religious vocab, to give reasons for the signs and symbols used in the Sacrament of Holy Orders, using religious terms to show an understanding of prayers of consecration and vows made at ordination and profession. Chn will be able to give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life. Chn will show how their own and others' commitment to service and care of others are influenced by beliefs and values. Chn will be able to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.
Advent/ Christmas Loving	Chn will begin to talk about their own feelings as they wait for a birthday. Chn will begin to talk about their own experience of celebrating a birthday. Chn will begin to wonder at the joy of birthdays. Chn will begin to recognise the Nativity story. Chn will begin to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. Chn will begin to use and develop a vocabulary of religious words and phrases.	Chn will be able to talk about their experience and feelings about waiting and begin to ask and respond to questions. Chn will be able to say what they wonder and begin to ask and respond to questions about waiting. Chn will be able to recognise that Advent is a time of waiting to celebrate Jesus at Christmas and retell the story. Chn will be able to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols. Chn use some religious words and phrases about Advent and waiting and begin to describe some religious traditions and symbols of Advent and Christmas.	Chn will be able to talk, ask and respond to questions about their own experience and feelings of preparing for special occasions. Chn will be able to say, ask and respond to questions about what they wonder about the amount of time and care involved in preparing for Christmas. Chn will recognise and retell the events around the birth of Jesus as religious stories. Chn will be recognise, use and describe some religious signs and symbols and use religious words and phrases connected with the season of Advent. Chn will recognise that and describe how Christians, through their actions follow Jesus as the Light of the World.	Chn will ask and respond to questions about their own and others' experiences and feelings about visitors and make links with how they prepare for visitors. Chn will be able to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer. Chn will be able to retell the stories of the events surrounding the birth of Jesus and make links between Scripture and Advent as a time to get ready for Jesus. Chn will be able to describe and give reasons for how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.	Chn will ask and respond to questions about what is important in friendship and make links to show how beliefs affect their behaviour and that of others. Chn will be able to 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 and compare to ideas of others. Chn will be able to retell the story of the birth of Jesus and the visit of the Wise Men and make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah Chn will use religious words and phrases to describe and give reasons for religious actions and symbols connected with Advent and Christmas.	Chn will make links to show how feelings and beliefs behaviour whilst waiting and hoping, beginning to show understanding of how decisions about how they wait and hope are informed by beliefs and values. Chn will describe, begin to show understanding and make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming. Chn will use developing religious vocab to give reasons for the religious actions and symbols connected with the liturgical season of Advent. Chn will give reasons and begin to show understanding of how belief in the coming of Christ shapes the lives of Christians Chn will begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching.	Chn will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others showing an understanding of how they are informed by beliefs and values. Chn will be able to compare their own and other peoples' ideas about questions about expectation that are difficult to answer. Chn will be able to describe and show understanding of and make links between scripture of religious belief in Advent as a time of joyful expectation. Chn will be able to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas. Chn will be able to show understanding of how religious belief in Advent as a time of joyful expectation shapes lives.
Local Church Community	Chn will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Chn will begin to wonder about why people celebrate and that the church/parish family celebrate in particular ways and recognise some of the elements and words used in Church celebrations.	Chn will be able to talk about their experience and feelings about the special people they know or have heard about and ask and respond to questions about them. Chn will be able to say what they wonder about the help special people give them. Chn will be able to recognise and retell some stories about Jesus' life. Chn will be able to recognise how everyone helps each other because they	Chn talk, ask and respond to questions about their experience and feelings about the different books that are used at home and school. Chn say what they wonder and ask questions about the importance of book . Chn will recognise that the Bible is a special book and name some of the stories in the Bible, retell Jesus' Baptism Chn will recognise and name some of the	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season and what they and others wonder about how we help one another on the journey through the year. Making links to show how feelings and beliefs affect how they and others behave in their life journey. Chn will be able to retell some of the	Chn will be able to ask and respond to questions about their own and others' experiences of being part of a community and make links to show how feelings and beliefs affect their commitment to community and that of others. Chn will be able to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that	Chn will be able to make links to show how inspirational leaders affect their behaviour and that of others, showing an understanding of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. Chn will be able to compare their own and other people's ideas about questions about what inspires people in their mission	Chn will be able to compare ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. Chn will be able to make links between scripture and Christian beliefs. Chn will be able to give reasons for when and how Christians use the Bible. Chn will be able to describe and show an understanding of the Bible, the beliefs,

	Chn will begin to recognise the story of Jesus in the Temple.	belong to the parish family.	special books used in church, the people who use them and describe how the Gospels are used by the parish family. Chn will use religious words and phrases to describe and give reasons for the actions and symbols related to proclaiming the Gospel, making links between the Gospels and Christian beliefs.	stories of the Mysteries of the Rosary. Chn will be able to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days and give reasons why Catholics celebrate certain feasts. Chn will be able to describe how some prayer leads to good actions, making links between some scripture and what Christians believe.	some of these questions are difficult to answer and compare ideas to others. Chn will retell the story of the call of the apostles and make links between to God's call to people to serve him today. Chn will describe some of the advice St. Paul gives about being members of a community. Chn will describe and give reasons for some ways in people serve their parish.	and realise that some of these are difficult to answer. Chn will be able to make links between scripture and how describe and begin to show they understand each diocese continues that mission and work today. Chn will be able to give reasons and show they understand why people carry out Jesus' mission in different ways through what they say and do.	ideas, feelings and experiences of the Christian and make links between them. Chn will show understanding of how the Bible shapes the lives of Christians. Chn will engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching. Chn will be able to show how decisions are informed by beliefs and values which may be influenced by what they have read.
Eucharist Relating	Chn will begin to talk about the times they have gathered together with others and how they felt and say what they wonder about the enjoyment of being together. Chn will begin to recognise the story of Jesus with the chn as a religious story. Chn will begin to recognise the phrases "The Lord be with you." "And with your spirit." Chn will begin to recognise the Lectern and know how it is used. Chn will begin to recognise how at Mass people gather to share the stories of God's love and talk about their experiences of visiting church, listening to God's word.	Chn will be able to talk about their experience and feelings and ask and respond to questions about meals which are special to them. Chn will be able to say what they wonder about why people share special meals. Chn will be able to recognise and retell the story of Jesus' special meal at the Last Supper. Chn will be able to use religious words to say what happens at Communion at Mass.	Chn will talk, ask and respond to questions about their experience of receiving and giving thanks and wonder how others feel when they are thanked. Chn will recognise and retell the story of the Last Supper beginning to make links with the Eucharist. Chn will recognise and describe signs and symbols, different words and phrases used in the Eucharist to give thanks. Chn will recognise and describe that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God. Chn will begin to give reasons why some people are an Extraordinary Minister of Holy Communion.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing, making links how their feelings and beliefs affect others. Chn will ask questions about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer and compare to the ideas of others. Chn will use religious words and phrases to describe and give reasons for the actions and symbols used during the celebration of the Eucharist. Chn will describe some ways in which Christians share God's love with others and give reasons why.	Chn will ask and respond to their own and others' experiences and feelings about giving and receiving and make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others. Chn will begin to show understanding of how their own and others' decisions about giving and receiving are informed by beliefs and values. Chn describe what happens during the Introductory Rite. Chn will make links between scripture and an understanding of the Eucharist. Chn will use a developing religious vocab to give reasons for religious actions and symbols used in and why Christians attend the celebration of the Eucharist. Chn will begin to describe and show understanding of Communion making links between the Communion Rite and beliefs, ideas, feelings and experiences. Chn will begin to show understanding of how belief in the Eucharist shapes life.	Chn will be able to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and show understanding of how their own and others' decisions about memories are informed by beliefs and values. Chn will be able to describe and show understanding of scripture, beliefs, ideas, feelings and experiences and make links between the Passover, the Last Supper and belief in the Eucharist. Chn will be able to use a developing religious vocab to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist. Chn will be able to give reasons for why believers follow the example of Jesus in his life of sacrifice and how belief in the sacrifice of Jesus shapes the lives of Christians.	Chn will be able to make links to show how feelings and beliefs about what makes, and breaks friendship and unity affects their behaviour and that of others. Chn will ask and respond to questions about friendship and unity. Chn will be able to compare ideas about questions concerning friendship which are difficult to answer. Chn will be able to make links between scripture and the Eucharist and show understanding of these and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. Chn will be able to use a developing religious vocab to give reasons for the action and symbols of the Communion Rite and show an understanding of different aspects of the Eucharist. Chn will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion' and show understanding of how belief in Jesus, shapes the lives of Christians.
Lent/Easter Giving	Chn will begin to talk about their own experiences of 'growing' and how they feel Chn will begin to say what they wonder about growing, themselves and in nature. Chn will begin to recognise the stories of Good Friday and Easter Sunday as religious stories. Chn will begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden. Chn will begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.	Chn will talk about their experience and feelings ask and respond to questions about changing and acquiring new skills. Chn will be able to say what they wonder about the ways in which change happens. Chn will be able to recognise and retell the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories. Chn will be able to recognise and describe some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. Chn will recognise and describe that people use the opportunity of Lent to change and make a new start.	Chn will be able to talk, ask and respond to questions about their own experience and feelings of using opportunities for good. Chn will be able to say, ask and respond to questions about what they wonder about the good things that they see others doing. Chn will be able to recognise and retell some religious stories connected with Lent, Holy Week and Easter. Chn will be able to recognise and describe some religious signs and symbols associated with Lent, Holy Week and Easter and use appropriate religious vocabulary connected with them. Chn will be able to recognise and describe that some Christians use the time of Lent opportunity to choose to do good.	Chn will ask and respond to questions of their own and others' experience and feelings of how people give themselves for others and make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves Chn will ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer. Chn will retell some of the stories of Holy Week and the Resurrection and make links between the scripture and what Christians believe about how they should act. Chn will be able to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week. Chn will be able to describe and give reasons for some ways in which Christians use the time of Lent to give to others.	Chn will be able to ask and respond to questions about their own and others' experiences and make links to show how feeling and beliefs affect their self-discipline and that of others. Chn will ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer and to compare to ideas of others. Chn will retell some of the religious stories of Triduum and make links to beliefs Chn will be able to use religious vocab to describe and give reasons for some religious actions and symbols of Lent and Holy Week, showing an understanding of the different liturgies of Holy Week Chn will describe and give reasons for some ways in which Christians try to be self-disciplined in Lent and how the religious belief shapes life.	Chn will be able to make links and compare to others to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Chn will be able to make links between and describe and show understanding of a range the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. Chn will be able to use a developing religious vocab to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil showing an understanding of the different liturgies. Chn will be able to give reasons why Christians make sacrifices during Lent. Chn will show how decisions are informed by beliefs and values. Chn will be able to show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.	Chn will be able to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. Chn will be able to make links between Scripture and belief in the Resurrection of Jesus. Chn will be able to use a developing vocab to give reasons for religious actions and symbols connected with Lent, Holy Week and the Triduum. Chn will be able to give reasons for certain actions by believers during Lent. Chn will be able to show how decisions concerning the effects of death and loss are informed by beliefs. Chn will be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent and Easter; making links. Chn will use a variety of religious terms accurately to show an understanding of the different liturgies of Lent and Easter. Chn will show understanding of how belief in death and new life shapes life.
Pentecost Serving	Chn will begin to talk about how they feel when they have good news to share and when they hear it. Chn will begin to say what they wonder about the joy good news brings. Chn will begin to say what they wonder about Pentecost Day and the Holy Spirit. Chn will begin to recognise the Pentecost story as a religious story. Chn will begin to use and recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. Chn will begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News.	Chn will be able to talk about their experience and feelings about holidays. Chn will be able to say what they wonder about what makes a holiday a happy time and ask and respond to questions about what makes them different to ordinary days. Chn will be able to recognise what a holy day is and retell the story of coming of the Holy Spirit at Pentecost. Chn will be able to recognise some symbols of the Holy Spirit and describe it as a helper and guide.	Chn will talk, ask and respond to questions about their own experience and feelings of both passing and receiving messages. Chn will be able to say what they wonder about the importance and responsibility of passing on messages in daily life. Chn will be able to recognise and retell the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories. Chn will recognise how the disciples changed through the power of the Holy Spirit. Chn will be able to recognise how the Holy Spirit helps Christians in their lives and describe ways they spread the Good News. Chn will be able to say about what they wonder about Jesus' new life and the coming of the Holy Spirit.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Chn will ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. Chn will be able to retell the story of the Ascension and Pentecost and make links between these and Christian belief in the power of the Holy Spirit. Chn use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. Chn will describe and give reasons for some ways in which Christians live when they use the gifts of the Holy Spirit.	Chn will be able to ask and respond to questions about their own and others' experiences of good news bringing life and make links to how these feelings affect behaviour. Chn will be able to ask questions about what they and others wonder about how good news brings life and happiness and compare ideas to others. Chn will be able to retell some special stories about the religious events and people connected with Pentecost and make links to belief in the new life of the Easter message through the power of the Holy Spirit. Chn will be able to use religious words and phrases to describe the events of Pentecost, some ways in which the apostles spread the Good News, give reasons why the apostles spread the Good	Chn will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others showing an understanding how these are informed by beliefs Chn will be able to give reasons for the actions of Cleopas on the road to Emmaus and describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them. Chn will use a developing religious vocab to give reasons for religious actions and symbols connected with Pentecost. Chn will be able to give reasons for certain actions of Christians inspired by the Holy Spirit and show understanding of the transforming power of the Holy Spirit and	Chn will be able to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. Chn will be able to compare ideas about questions that are difficult to answer about having the courage to witness. Chn will be able to show how decisions about witnessing are informed by beliefs. Chn will be able to make links between Scripture and belief in the power of the Holy Spirit. Chn will be able to 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 Christ and make links between them. Chn will be able to give reasons for the witness to Jesus Christ by believers and

					News and the reasons for the actions of Peter, John and Paul. Chn will be able to describe through the power of the Holy Spirit.	how it shapes the lives of Christians. Chn will be able to make links between scripture and God's gift of the Holy Spirit and forgiveness.	show how understanding of belief in the power of the Holy Spirit shapes lives.
Reconciliation Inter-relating	Chn will begin to talk about their experiences and feelings about what a friend is. Chn will begin to talk about making friends and when friendships go wrong. Chn will begin to wonder about what makes people friends. Chn will begin to recognise that Christians show love for one another because Jesus asked them to do so. Chn will begin to recognise Jesus' rule for friends and his words 'love one another'.	Chn will be able to talk about their experiences and feelings about making choices and ask and respond to questions about the consequences of choices. Chn will be able to say what they wonder about concerning making choices and being sorry for the wrong choices. Chn will be able to recognize & retell the story of the call of Levi and Jesus with Zacchaeus as religious stories. Chn recognize and use some religious words like 'being sorry' and 'forgiveness'. Chn will recognize and describe ways that people say sorry and forgive each other because they follow Jesus.	Chn will be able to talk, ask and respond to questions about their own experience and feelings about rules in their life. Chn will be able to say what they wonder about the importance of keeping rules for themselves and for others. Chn will be able to recognize and retell the story of Peter asking Jesus about forgiveness as a religious story. Chn will recognize and describe some religious words and signs that Christians use to express sorrow, forgiveness and the examination of conscience. Chn will recognize and describe ways that people say sorry and ask forgiveness because they are followers of Jesus.	Chn will ask and respond to questions about their own and others' experiences of making choices and make links to show how feelings and beliefs affect their and others' decisions about choices and their consequences. Chn will ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer and compare to ideas of others. Chn retell the stories of the Two Sons and the Prodigal Son and make links to a belief in a loving and forgiving God. Chn use religious words and phrases to describe saying sorry and ask forgiveness. Chn will describe and give reasons for what happen in the Sacrament of Reconciliation and ways in which followers of Jesus live.	Chn will be able to ask and respond to questions about their own and others' experience and feelings about friendship and make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. Chn will be able to use a developing religious vocabulary to describe some religious actions and symbols used in the Sacrament of Reconciliation. Chn will use religious words and phrases to give reasons for some religious actions and symbols used in the Sac of Reconciliation. Chn will be able to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others. Chn will be able to give reasons why believers ask forgiveness of others and forgive those who have hurt them.	Chn will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others and how these are informed by beliefs. Chn will be able to make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings, describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others. Chn will be able to give reasons why believers choose to live by God's laws and how having this responsibility shapes life.	Chn will be able to make links to show how feelings and beliefs about sickness and care affects behaviour. Chn will be able to compare ideas about questions concerning serious illness and bereavement which are difficult to answer. Chn will be able to use a developing religious vocab to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick and show an understanding of the different liturgies offered to the sick and dying. Chn will be able to give reasons why Christians care for the sick and the needy. Chn will be able to show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.
Universal Church World	Chn will recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!" They will be able to say what they wonder about the world and how we can all work together to care for the world and will be able to talk about their own experiences of the world and what they love about our world.	Chn will talk about their experience and feelings about neighbours and be able to say what they wonder about neighbours both locally and globally. Chn will recognise that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. Chn will ask and respond to questions about their own and others' experiences and feelings about neighbours. Chn will be able to retell special stories about Jesus and his friends and describe some ways in which religion is lived out by believers.	Chn will talk about, ask and respond to questions about their own experience and feelings about the treasures they see or have and be able to say what they wonder about the treasures they see or have. Chn will ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. Chn will retell some special stories about creation and the treasures of God's world and be able to describe some ways in which religion is lived out by believers in the way they treasure God's world. Chn will compare their own and others' ideas about questions about the treasures of our world that are difficult to answer. Chn will make links between religious stories about creation/ treasuring our world and beliefs and give reasons for certain actions by believers in relation to treasuring God's world. Chn will make links between how they feel about their treasure and how that might affect their behaviour and that of others	Chn ask and respond to questions about their own and others' experiences of and feelings about special places and ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. Chn will retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship Chn will make links to show how feelings and beliefs about special places affect their behaviour and that of others and compare their own and others' ideas about questions relating to why some places are special that are difficult to answer. Chn will use a developing religious vocabulary to give reasons why Christians go on pilgrimage and give reasons why Christians should care about the world.	Chn will ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things and will ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. Retell some special stories about religious events and people who show what God is like and will describe some ways in which religion is lived out by different saints. Chn will give reasons for certain actions by those people they have studied and be able to make links between Scripture and the action and beliefs of followers of God's Chn will make links to show how feelings and beliefs affect their behaviour and that of others and compare their own and other ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer. Chn will show how their own and others' decisions about actions in life are informed by beliefs and values and describe and show an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them. Chn will show understanding of how religious belief has shaped the way some people live out their lives	Chn will make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. Chn will be able to give reasons why Christians are concerned about the stewardship of creation and make links between scripture and the belief of caring for Creation. Chn show how their own and others' decisions about how they care for the earth are informed by beliefs and values and describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. Chn will show understanding of how religious belief shapes life in relation to stewardship of creation and engage with and respond to questions of about care of creation in the light of religious teaching.	Chn will make links to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others and be able to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness. Chn will make links between Micah, Matthew 25, the Beatitudes and beliefs and give reasons for certain actions by believers, in working for justice and the common good. Chn will show how their own and other's decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. They will be able to show understanding of how religious belief in justice and of the common good of all shapes life and be able to engage with and respond to big questions around justice and the common good in the light of religious teaching. Chn will explain what beliefs and values inspire and influence them and others to act justly and fairly and be able to identify sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise. They will be able to demonstrate how religious beliefs and CST give some explanation of the purpose and meaning of life.