



Religious Education Progression Document



Autumn 1 content (Black)	Autumn 2 content	Spring 1 content	Spring 2 content	Summer 1 content	Summer 2 content
-----------------------------	---------------------	---------------------	---------------------	---------------------	---------------------

Branch 1	Creation and covenant
<p>EYFS</p> <p>Genesis - Indeed it is very good</p> <p>Focus on self</p> <p>God's love for us</p>	<p>God made our beautiful world and everything in it.</p> <p>God made me.</p> <p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.</p> <p>God created the world and said, 'Indeed it is very good' (Genesis 1:31).</p> <p>The whole of Creation shows God love for us (Laudato Si' 84-88).</p> <p>God loves me. God loves everyone. God made the wonderful world.</p> <p>God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p> <p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world</p> <p>Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.</p> <p>Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>
<p>Year 1</p> <p>Story of Creation in Genesis</p> <p>God's gift of Creation</p>	<p>Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form</p> <p>Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth</p> <p>Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation</p> <p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other</p> <p>Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home</p> <p>Recognise that prayer is a way of drawing closer to God</p> <p>Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses</p> <p>Talking about why caring for God's world matters for them and their local community. Reflecting on what the words of the Our Father and the opening words of the Creed say to them</p> <p>Reflecting on different ways to pray</p> <p>Listening to stories from different communities and their experiences about how they care for the world</p> <p>Talking about how they can care for God's world</p>
<p>Year 2</p> <p>Gift of Creation</p> <p>Noah, God's promise</p> <p>Caring for God's world</p>	<p>Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17)</p> <p>Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture</p> <p>Understand the term 'stewardship' and what it means for caring for God's world</p> <p>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family</p> <p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament</p> <p>Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response. Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections</p>

	<p>with God's promise to all living creatures in the story of Noah. Exploring the meaning of symbols used in an infant's baptism in the Catholic Church</p> <p>Considering what they could do to care for God's world in their own lives and in the life of their local community</p> <p>Reflecting on the gift of Creation (awe and wonder)</p> <p>Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.</p>
<p>Year 3</p> <p>Story of Creation in Genesis</p> <p>Made in the image of God</p> <p>Stewardship</p>	<p>Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed</p> <p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean</p> <p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity</p> <p>Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues')</p> <p>Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation</p> <p>Recognise that in <i>Laudato Si'</i>, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66)</p> <p>Imagining how caring for the world could change the world for the better</p> <p>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31)</p> <p>Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's <i>Canticle of Creation</i>). (RVE)</p> <p>Wondering why the author of the first story of Creation suggests a holy day. (RVE)</p>
<p>Year 4</p> <p>Abraham</p> <p>Joseph</p> <p>Covenant</p> <p>Cardinal Manning in the London dockworker's strike 1889</p>	<p>Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called</p> <p>Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'</p> <p>Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now</p> <p>Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity</p> <p>Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God</p> <p>Make links between prayers that show trust in God and the virtues of faith, hope, and love</p> <p>Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889)</p> <p>Explaining why they think Abraham is seen as a model of prayer</p> <p>Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love</p> <p>Reflecting on how the virtues of faith, hope and love help them to be a good neighbour</p> <p>Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.</p>

Branch 2	Prophecy and promise (Advent and Christmas)
<p>EYFS</p> <p>The annunciation</p> <p>Mary is going to have a baby</p> <p>The Nativity</p> <p>Shepherds</p> <p>The crib</p> <p>Advent wreath</p> <p>Different cultures</p>	<p>Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).</p> <p>The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).</p> <p>Mary had a baby called Jesus</p> <p>Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger.</p> <p>Shepherds were told by angels to visit him.</p> <p>Advent wreath. The tradition of the crib. Nativity celebration.</p> <p>The tradition of the crib to tell the story of Jesus' birth.</p> <p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p> <p>Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way.</p>

	Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers
<p>Year 1</p> <p>God's love</p> <p>Mary said yes to God's call</p> <p>Hail Mary</p> <p>Annunciation to shepherds</p> <p>Angels - bringing God's message</p> <p>Around the world</p> <p>Local Community</p>	<p>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son</p> <p>Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels</p> <p>Sequence the accounts from the Annunciation through to the visit of the shepherds</p> <p>Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians</p> <p>Match the first words of the Hail Mary with the words of the Angel Gabriel</p> <p>Recognise that angels bring God's message and are a sign that Jesus is the Son of God. Talking about why the shepherds saw angels when Jesus was born</p> <p>Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'</p> <p>Exploring artistic representations of the nativity story from around the world</p> <p>Hearing and beginning to join in with the words of the Hail Mary</p> <p>Singing or saying the first words of the Gloria</p> <p>Talking about how Christians in their local community celebrate the birth of Jesus.</p>
<p>Year 2</p> <p>Annunciation</p> <p>Birth of John the Baptist</p> <p>Prophets - Isaiah and John the Baptist</p> <p>Mary - pray to and with</p> <p>Advent - different traditions and interpretations of the wreath</p> <p>Other cultures and communities prepare for Christmas - Las Posadas</p>	<p>Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke</p> <p>Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets</p> <p>Identify Zechariah's special message about John's future (Lk 1:76)</p> <p>Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born</p> <p>Recognise that the Church teaches that Mary is the mother of God who prays for them and with them</p> <p>Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas</p> <p>Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus</p> <p>Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt</p> <p>Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas</p> <p>Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent¹⁴⁷ or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST)</p> <p>Listening to different traditions and interpretations of the meaning of the Advent wreath</p> <p>Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2)</p>
<p>Year 3</p> <p>Sunday as a holy day</p> <p>Mass - simple description, focus on Liturgy of the Word</p> <p>Angels' message, linking Isaiah</p> <p>Angels, Matthew's and Luke's Gospels</p> <p>Joseph put his trust in God (and Mary) after the angels' message</p> <p>Signs used in Advent/Christmas</p>	<p>Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest</p> <p>Give a simple description of how Catholics celebrate the Mass</p> <p>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word</p> <p>Talking, asking, and answering questions about their experiences of liturgies and the Mass</p> <p>Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action</p> <p>Reflecting on what Sunday Mass means for Christians</p> <p>Recognise how Joseph puts his trust in God when the angel appears</p> <p>Make links between the angel's message about Jesus and the words of the prophet Isaiah</p> <p>Recall that angels bring God's message in the gospels of St Matthew and St Luke</p> <p>Talking, asking, and answering questions about Joseph and Mary trusting in God</p> <p>Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels</p> <p>Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians</p>

<p>Year 4</p> <p>What is a prophet? - Elijah, John the Baptist (link words and preaching to Advent) The Feast of Christ the King Jesse tree</p>	<p>Describe what a prophet is drawing on Elijah and John the Baptist as examples Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated Makes links with the ancestry of Jesus and the Jesse tree Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference Talking about the type of king they think Jesus would be and give reasons for their answers Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others. Reflecting on how Elijah and John the Baptist's words speak to people today Reflecting on what it means to be a good leader and talk to others about their ideas</p>
---	---

Branch 3	Galilee to Jerusalem
<p>EYFS</p> <p>Wise men visit Jesus calls the little children Jesus came to show God's love</p>	<p>The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold). The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14). Jesus was born for everyone. The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone. The Glory Be is a special prayer. That the Church prays the 'Glory Be' as a response to the coming of Jesus. Show love to everyone like Jesus. We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable</p>
<p>Year 1</p> <p>People that encounter Jesus Jesus' mission Our mission Candlemas</p>	<p>Identify some of the people that encounter Jesus and recognise that he is special Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus Imagining how some of the people who met Jesus felt and how knowing Jesus changed them Listening to the stories and experiences of how people celebrate Candlemas. Reflecting on what the Good News might mean for them Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities Reflecting on how Jesus cares for other people and what they can learn from his actions.</p>
<p>Year 2</p> <p>John the Baptist Baptism of Jesus The Lost Sheep Sin Forgiveness</p>	<p>Retell, in any form, the story of John the Baptist and the baptism of Jesus Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people Begin to recognise that the miracles of Jesus are signs that he is the Son of God Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit</p>

	<p>Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah</p> <p>Reflecting on what it feels like to say sorry and to be forgiven</p> <p>Talking about ways they and others show that they are sorry</p> <p>Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).</p>
<p>Year 3</p> <p>Magi - gifts</p> <p>Kingdom of God</p> <p>Our Father</p> <p>Life of a Saint</p>	<p>Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus</p> <p>Show a simple understanding of what the kingdom of God is and is not</p> <p>Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus</p> <p>Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like</p> <p>Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God</p> <p>Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom</p> <p>Asking and answering questions about the feelings of the characters in one of the stories studied</p> <p>Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer</p> <p>Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses</p> <p>Considering how people could build the kingdom with reference to the life of a saint</p> <p>Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them</p>
<p>Year 4</p> <p>The person of Jesus = Christ, Messiah</p> <p>Jesus showed God's Kingdom includes those who are excluded</p> <p>Nicene Creed</p> <p>People inspired by Jesus to help the marginalised</p> <p>How you could show love</p>	<p>Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied</p> <p>Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah</p> <p>Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied</p> <p>Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick</p> <p>Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer</p> <p>Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love</p> <p>Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today</p> <p>Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement</p> <p>Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did</p> <p>Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?</p>

Branch 4	Desert to garden (Lent and Easter)
<p>EYFS</p> <p>Lent</p> <p>Jesus died on the cross and it was sad</p> <p>Jesus was given new life and everyone celebrates</p> <p>Simple version of Holy Week</p>	<p>Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).</p> <p>A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).</p> <p>Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.</p> <p>Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life.</p> <p>Simple religious symbols in Lent and Easter.</p> <p>Simple signs of Lent - colour purple, seeds, growing. Simple signs of Easter - colour white, growth, Easter Garden.</p>

	<p>The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life.</p> <p>Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities</p>
<p>Year 1</p> <p>Link Jesus' time in the desert and Lent</p> <p>Giving to others is important, widow's mite</p> <p>The story of the last week of Jesus' life (inc how celebrated in another country)</p>	<p>Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent</p> <p>Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent</p> <p>Correctly sequence the events of the last week of Jesus' life</p> <p>Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive</p> <p>Recognise that the Church teaches that Jesus suffered, died, and rose again</p> <p>Recognise simple connection</p> <p>Asking 'I wonder' questions about the story of the last week of Jesus' life</p> <p>Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life</p> <p>Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this</p> <p>Considering what they might give up and choose to do to help others</p> <p>Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection</p>
<p>Year 2</p> <p>Jesus' words on the cross about forgiveness</p> <p>Lent is a time for forgiveness and reconciliation</p> <p>Sacrament of Reconciliation</p> <p>Holy Week review</p> <p>Easter Vigil</p>	<p>Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us</p> <p>Recognise that Lent is a time for reconciliation and forgiveness</p> <p>Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness</p> <p>Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass</p> <p>Looking at works of art to recall the story of Holy Week studied in the previous year</p> <p>Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral</p> <p>Listening to different sung versions of the Kyrie Eleison and talking about what the words mean</p> <p>Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent</p> <p>Thinking about what forgiveness means to them</p> <p>Thinking about how making bad choices can harm themselves and others and why saying sorry matters</p> <p>Reflecting on how Jesus teaches people to forgive.</p>
<p>Year 3</p> <p>Feeding of the 5000</p> <p>Words and actions at the last supper</p> <p>Link last supper to Mass</p> <p>Body of Christ</p> <p>Describe the Mass – focus of Liturgy of the Eucharist – offertory prayer</p>	<p>Retell in any form the story of the feeding of the five thousand</p> <p>Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves</p> <p>Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist</p> <p>Make links between the story of the Last Supper and the Mass, giving reasons for these links</p> <p>Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74)</p> <p>Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist</p> <p>Give reasons for actions and symbols used in the Mass and make links between beliefs and actions</p> <p>Wondering about the words of the offertory prayer and the story of Creation</p> <p>Exploring some different cultural practices associated with Holy Week</p> <p>Reflecting on the Catholic belief that Jesus gives himself in Holy Communion</p> <p>Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings</p> <p>Reflecting on what their learning means for their life</p>

<p>Year 4</p> <p>Prodigal son</p> <p>Judgement of nations parable</p> <p>Holy Week</p> <p>Story of St Peter</p>	<p>Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness</p> <p>Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God</p> <p>Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today</p> <p>Retell the story of St Peter during Holy Week</p> <p>Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable</p> <p>Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad)</p> <p>Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise</p> <p>Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations</p> <p>Making connections between being a Christian and choosing to live out the 'Works of Mercy'</p> <p>Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life</p> <p>Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities</p> <p>Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness</p>
---	---

Branch 5	To the End of the Earth
<p>EYFS</p> <p>Ascension</p> <p>Pentecost</p> <p>Holy Spirit</p> <p>Early Christian community</p>	<p>Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47)</p> <p>The Holy Spirit is our friend. The Holy Spirit looks after us. Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community</p> <p>The parish church is a special place where we meet our friends. We sing and say prayers. Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.</p> <p>The parish church. We gather with friends at church, especially on Sunday. The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity</p>
<p>Year 1</p> <p>Road to Emmaus</p> <p>Promise of the Spirit</p> <p>The Ascension</p> <p>Pentecost</p> <p>Holy Spirit</p>	<p>Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).</p> <p>Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</p> <p>Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</p> <p>Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays</p> <p>Imagining how the apostles felt during the events following the Resurrection</p> <p>Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4))</p> <p>Looking at and discussing ways the Holy Spirit is described in art or music</p> <p>Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures.</p> <p>Thinking about why prayer is an important part of life for many people</p> <p>Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so</p> <p>Considering how Christians announce the Gospel to others through their words and actions.</p>

<p>Year 2</p> <p>Events from Resurrection of Jesus to the coming of the Holy Spirit at Pentecost</p> <p>Fruits of the Holy Spirit</p> <p>St Luke's gospel contains account of the life of Jesus and the Acts of the Apostles about the early Church</p>	<p>Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost</p> <p>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church</p> <p>Retell the story of the Conversion of Saul (Acts 9:1-19)</p> <p>Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22)</p> <p>Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people</p> <p>Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.</p> <p>Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul</p> <p>Saying what they wonder about the fruits of the Holy Spirit</p> <p>Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity')</p> <p>Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world</p> <p>Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God</p> <p>Considering why many people pray and share stories of prayer from different religious communities as appropriate</p> <p>Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community</p>
<p>Year 3</p> <p>Road to Emmaus</p> <p>The mission to the world</p> <p>The group of apostles (Mary) (Acts 1:12-14)</p> <p>Early Church (Acts 2:42-47)</p> <p>Paul's Letter to the Corinthians</p> <p>Linking all of the above to what happens in Mass</p>	<p>Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass</p> <p>Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community)</p> <p>Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit</p> <p>Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers</p> <p>Make connections with the life of the early Church and Catholics gathering for Mass today</p> <p>Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms)</p> <p>Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus</p> <p>Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary</p> <p>Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church</p> <p>Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.</p> <p>Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel</p>
<p>Year 4</p> <p>Peter</p> <p>- declaration of faith</p> <p>- three denials</p> <p>- saw Jesus by the lake</p> <p>The role of the Pope</p> <p>Apostles' Creed</p> <p>Communion of Saint</p>	<p>Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17)</p> <p>Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor</p> <p>Explain the term 'apostle' and explain why the Church is 'apostolic'</p> <p>Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians</p> <p>Explain how the one, holy, Catholic, and apostolic Church is structured</p> <p>Describe some ways in which the Church today (locally or globally) continues the work of Jesus</p> <p>Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven</p>

Mary - Queen of Heaven	<p>Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake</p> <p>Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus</p> <p>Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others</p> <p>Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today</p> <p>Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus</p> <p>Reflecting on how Christian communities continue the work of Jesus in the community where they live</p>
------------------------	---

Branch 6	Dialogue and Encounter
<p>EYFS</p> <p>Local parish</p>	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).</p> <p>Invite someone in from the <u>local parish to talk about their faith</u> and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition.</p> <p>Invite someone into the class from the local area or a school community member to talk about <u>their local (faith) community</u> and why it matters to them.</p> <p>Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>
<p>Year 1</p> <p>Christianity - follower of Jesus Christ</p> <p>Judaism - belief in one God and special clothes Jewish people wear</p>	<p>Know that <u>Christian</u> means follower of Jesus Christ</p> <p>Recognise that <u>Catholics</u> are a part of a global Christian family, and all Christians are sisters and brothers</p> <p>Recognise simple connections between Jesus' life and message and how Christians live today</p> <p>Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief</p> <p>Listening to the stories and experiences of Christians from their local parish and asking them questions</p> <p>Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings)</p> <p>Correctly use religious words and phrases to recognise features of <u>Jewish religious life and practice</u> (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day)</p> <p>Asking questions about the stories and experiences of Jewish people</p>
<p>Year 2</p> <p>Christianity - how we should live</p> <p>Judaism - religious law, beliefs, worship and life (Sabbath - celebrated in synagogues and homes</p> <p>Hebrew calligraphy - sofer</p>	<p>Say what the story of the Good Samaritan teaches about how Christians should live</p> <p>Considering an answer, with relevant reasons, to the question 'Who is my neighbour?'</p> <p>Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community</p> <p>Reflecting on how communities could be transformed if people acted as good neighbours</p> <p>Describe an initiative Christians work on together locally and globally in the service of others</p> <p>Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes)</p> <p>Talk about respecting the beliefs of people from different communities in their local area</p> <p>Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen</p> <p>Listening to the stories and experiences of others from different communities in the class and the wider community</p>
<p>Year 3</p> <p>Exodus</p> <p>Last Supper</p> <p>Judaism - Passover, meaning of food</p>	<p>Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23)</p> <p>Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal</p> <p>Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.)</p> <p>Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover</p>

Islam - Islamic laws, beliefs, worship, and life (5 pillars)	<p>Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen</p> <p>Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life</p> <p>Reflecting on the meaning of what they have learned for their own lives</p> <p>Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live</p>
<p>Year 4</p> <p>St Paul</p> <p>Theological virtues</p> <p>Liturgical rite</p> <p>Liturgical traditions</p> <p>Coptic Church</p> <p>Islam - 5 pillars of Islam</p>	<p>Describe some facts about the life of St Paul and explain why he is an important figure for Christians</p> <p>Make links between Cor 13:1-7, 13 and the theological virtues</p> <p>Recount some facts about a different liturgical rite within the Catholic Church</p> <p>Recognise some reasons why different liturgical traditions arose in different parts of the world</p> <p>Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good)</p> <p>Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion</p> <p>Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed</p> <p>Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life</p> <p>Discussing the meaning of what they have learned for their own lives</p> <p>Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities</p> <p>Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions</p> <p>Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today</p>

	Religious actions, prayer, the Mass, the Bible
<p>EYFS</p> <p>Sign of the cross</p> <p>Amen</p> <p>The Glory Be</p>	<p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'</p> <p>The Glory Be is a special prayer; That the Church prays the 'Glory Be' as a response to the coming of Jesus.</p> <p>The Church uses purple and ashes as signs of Lent and being sorry.</p> <p>Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life.</p> <p>Celebrate with signs and symbols - hot cross buns, garden growth, Easter eggs.</p> <p>The parish church is a special place where we meet our friends. We sing and say prayers. Pentecost is a special celebration in the Church.</p> <p>Sunday is a special day for the Church to celebrate</p>
<p>Year 1</p> <p>Our Father</p> <p>Creed</p> <p>Hail Mary</p> <p>Gloria</p> <p>The Glory Be</p>	<p>Recognise that prayer is a way of drawing closer to God.</p> <p>Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>Reflecting on different ways to pray.</p> <p>Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</p> <p>Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'</p> <p>Hearing and beginning to join in with the words of the Hail Mary.</p> <p>Singing or saying the first words of the Gloria.</p> <p>Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</p> <p>Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays</p> <p>Thinking about why prayer is an important part of life for many people</p> <p>Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.</p>
Year 2	Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture

The Magnificat Act of Sorrow	<p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament</p> <p>Recognise that the Church teaches that Mary is the mother of God who prays for them and with them</p> <p>Talking about Mary's prayer, the Magnificat</p> <p>Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important</p> <p>Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow)</p>
Year 3 The Mass - simple description of prayers, signs and actions in Church	<p>Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation</p> <p>Give a simple description of how Catholics celebrate the Mass</p> <p>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word</p> <p>Talking, asking, and answering questions about their experiences of liturgies and the Mass</p> <p>Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action</p> <p>Reflecting on what Sunday Mass means for Christians</p> <p>Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom</p> <p>Wondering about the words of the offertory prayer and the story of Creation</p> <p>Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community)</p> <p>Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit</p> <p>Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers</p> <p>Make connections with the life of the early Church and Catholics gathering for Mass today</p>
Year 4 Nicene Creed Apostles Creed	<p>Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer</p> <p>Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians</p>

	Catholic Social Teaching
EYFS	<p>God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p> <p>Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p> <p>By our work in Advent, we help others and ourselves and we show our love to God.</p> <p>All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers</p> <p>We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable</p> <p>Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities</p> <p>CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity</p>

Year 1	<p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</p> <p>Know that Pope Francis wrote a letter, called <i>Laudato Si'</i>, about the gift of Creation and the importance of taking care of the world as it is everyone's home.</p> <p>Talking about why caring for God's world matters for them and their local community.</p> <p>Listening to stories from different communities and their experiences about how they care for the world.</p> <p>Talking about how they can care for God's world.</p> <p>Reflecting on what the Good News might mean for them</p> <p>Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities</p> <p>Reflecting on how Jesus cares for other people and what they can learn from his actions.</p> <p>Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this</p> <p>Considering what they might give up and choose to do to help others</p> <p>Considering how Christians announce the Gospel to others through their words and actions</p> <p>Considering how Christians in their local parish community could work together to help people</p>
Year 2	<p>Understand the term 'stewardship' and what it means for caring for God's world</p> <p>Considering what they could do to care for God's world in their own lives and in the life of their local community.</p> <p>Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent or what choices they could make in Advent to support local and global communities in need and to care for Creation</p> <p>Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people</p> <p>Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world</p> <p>Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community</p> <p>Say what the story of the Good Samaritan teaches about how Christians should live</p> <p>Considering an answer, with relevant reasons, to the question 'Who is my neighbour?'</p> <p>Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community</p> <p>Reflecting on how communities could be transformed if people acted as good neighbours</p> <p>Describe an initiative Christians work on together locally and globally in the service of others</p>
Year 3	<p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity</p> <p>Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues')</p> <p>Recognise that in <i>Laudato Si'</i>, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66)</p> <p>Imagining how caring for the world could change the world for the better</p> <p>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31)</p> <p>Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.</p> <p>Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel</p>
Year 4	<p>Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love</p> <p>Reflecting on how the virtues of faith, hope and love help them to be a good neighbour</p> <p>Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love</p> <p>Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did</p> <p>Considering how Jesus serves others and discussing how Christians can follow this example today.</p> <p>What could this mean for their lives and the lives of their local communities?</p> <p>Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).</p>

	<p>Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life</p> <p>Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities</p> <p>Reflecting on how Christian communities continue the work of Jesus in the community where they live</p>
--	---

	Sacraments
EYFS Baptism: Enter God's family	We enter God's family, the Church, through baptism.
Year 1	
Year 2 Baptism: Covenant Rebirth Water White garment Candle - light Reconciliation	<p>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family</p> <p>Exploring the meaning of symbols used in an infant's baptism in the Catholic Church</p> <p>Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah</p> <p>Reflecting on what it feels like to say sorry and to be forgiven</p> <p>Talking about ways they and others show that they are sorry</p> <p>Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow)</p> <p>Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness</p> <p>Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral</p> <p>Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent</p> <p>Thinking about what forgiveness means to them</p> <p>Thinking about how making bad choices can harm themselves and others and why saying sorry matters</p> <p>Reflecting on how Jesus teaches people to forgive.</p>
Year 3	
Year 4 Reconciliation Sacrament of the Sick	<p>Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick</p>