



St. Peter and St. Paul's RC Primary School

Religious Education- Unit and Progression Overview



**Holding God's hand,
we grow in faith together,
we dream, believe, achieve.
Following the footsteps of Jesus,
we act with love,
we care for one another
and our world.**

Religious Education Long Term Plan

<p>Autumn 1 Branch 1: Creation & Covenant</p>  <p>In this branch, children encounter bible texts where God creates and calls people. Children will explore the Christian belief that everything comes from God through the texts of the Book of Genesis and the Psalms. Children will hear accounts of God's love for people expressed in the covenants (promises) found in the Old Testament.</p>	<p>Spring 1 Branch 3: Galilee to Jerusalem</p>  <p>In this branch, children will learn about the ministry of Jesus and travel with different Gospel writers as they hear accounts of Jesus' life, listen to parables and learn how Jesus' teaching underpins Christian beliefs and actions through the work of the Catholic Church today.</p>	<p>Summer 1 Branch 5: To the ends of the earth</p>  <p>In this branch, children will hear about the events that flow from the Resurrection and Ascension of Jesus, the actions of the apostles and the establishment of the early church. They will make links between the liturgy, sacraments and structures of the Catholic Church today and its foundations in the world of the apostles.</p>
<p>Autumn 2 Branch 2: Prophecy and Promise</p>  <p>Linking with the Advent season, this branch teaches the mystery of the birth of Jesus, the Messiah, promised by God. Children will also learn how Christians read the stories of the prophets of the Old Testament and discern how the teaching within these stories points to a fulfilment of God's promise in Jesus.</p>	<p>Spring 2 Branch 4: Desert to Garden</p>  <p>Children study the liturgical season of Lent in this branch, the events of Holy Week, culminating in the death of Jesus on the Cross. The branch ends in the Garden of the Resurrection, where children will learn about the risen Jesus and the importance of this event to Christian life.</p>	<p>Summer 2 Branch 6: Dialogue and Encounter</p>  <p>In this branch, children will learn about Christianity as a global religion. They will encounter different faiths and learn how people can work together to promote the common good.</p>

By the end of EYFS, pupils will be able to:	
AT1 Knowledge and Understanding (Learning about)	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs, make music and dance to express religious stories. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard and read with others. Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. Listen, talk about and role play how people act in a particular way because of their beliefs.
AT2 Engagement and Response (Learning from)	<ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development.
	<ul style="list-style-type: none"> Use key religious words appropriate to their age and stage of development.
Meaning and Purpose	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	<ul style="list-style-type: none"> Show sensitivity to others' needs and feelings.
	<ul style="list-style-type: none"> Talk about how they and others show feelings.
	<ul style="list-style-type: none"> Confidently speak in a familiar group and talk about their ideas.
	<ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs.
	<ul style="list-style-type: none"> Give their attention to what others say and respond appropriately.
	<ul style="list-style-type: none"> Talk about their own and others' behaviour and its consequences.
	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members.
	<ul style="list-style-type: none"> Know that other children don't always enjoy and share the same feelings and are sensitive to this.

By the end of KS1, pupils will be able to:	
AT1 Knowledge and Understanding (Learning about)	<i>Developing Knowledge and Understanding</i> <ul style="list-style-type: none"> • Recognise religious stories. • Retell, in any form, a narrative that corresponds to the scripture source used • Recognise religious beliefs. • Recognise that people act in a particular way because of their beliefs. • Describe some of the actions and choices of believers that arise because of their belief. • Recognise key figures in the history of the People of God. • Describe the life and work of some key figures in the history of the People of God. • Recognise key people in the local, national and universal Church. • Describe different roles of some people in the local, national and universal Church. • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
	<i>Religious and Specialist Vocabulary</i> <ul style="list-style-type: none"> • Use religious words and phrases.
AT2 Engagement and Response (Learning from)	<i>Meaning and Purpose</i> <ul style="list-style-type: none"> • Say what they wonder about • Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
	<i>Beliefs and Values</i> <ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

<h3 style="text-align: center;">By the end of LKS2, pupils will be able to:</h3>	
AT1 Knowledge and Understanding (Learning about)	<i>Developing Knowledge and Understanding</i> <ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy a range of religious beliefs. • Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs • Describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God • Describe, with increasing detail and accuracy different roles of people in the local, national and universal Church • Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	<i>Making Links and connections</i> <ul style="list-style-type: none"> • Make links between beliefs and sources, giving reasons for beliefs. • Make links between beliefs and worship, giving reasons for actions and symbols • Make links between beliefs and life, giving reasons for actions and choices
	<i>Religious and Specialist Vocabulary</i> <ul style="list-style-type: none"> • Use a range of religious vocabulary.
AT2 Engagement and Response (Learning from)	<i>Meaning and Purpose</i> <ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.
	<i>Beliefs and Values</i> <ul style="list-style-type: none"> • Make links to show how feelings and beliefs affect their behaviour and that of others.
AT3 Analysis and Evaluation	<i>Use of sources as Evidence.</i> <ul style="list-style-type: none"> • Use a given source to support a point of view.
	<i>Construct Arguments.</i> <ul style="list-style-type: none"> • Express a point of view.
	<i>Make Judgements.</i> <ul style="list-style-type: none"> • Express a preference.

By the end of UKS2, pupils will be able to:	
AT1 Knowledge and Understanding (Learning about)	<i>Developing Knowledge and Understanding</i>
	<ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. • Show knowledge and understanding of a range of religious beliefs. • Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs • Show knowledge and understanding of the life and work of key figures in the history of the People of God • Show knowledge and understanding of what it means to belong to a church community • Show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
	<i>Making Links and connections</i>
	<ul style="list-style-type: none"> • Show understanding of, by making links between beliefs and sources. • Show understanding of, by making links between beliefs and worship. • Show understanding of, by making links between beliefs and life
	<i>Religious and Specialist Vocabulary</i>
	<ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately
	<i>Meaning and Purpose</i>
	<ul style="list-style-type: none"> • Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.
	<i>Beliefs and Values</i>
AT2 Engagement and Response (Learning from)	<ul style="list-style-type: none"> • Show understanding of how own and other's decisions are informed by beliefs and moral values.
	<i>Use of sources as Evidence.</i>
	<ul style="list-style-type: none"> • Use sources to support a point of view.
	<i>Construct Arguments.</i>
AT3 Analysis and Evaluation	<ul style="list-style-type: none"> • Express a point of view and give reasons for it.
	<i>Make Judgements.</i>
	<ul style="list-style-type: none"> • Arrive at judgements.
	<i>Recognise Diversity.</i>
	<ul style="list-style-type: none"> • Recognise difference, comparing and contrasting different points of view.