****St Mary’s RE Coverage**

|  |  |  |
| --- | --- | --- |
| **RE Learning Rationale and Skill Development** | | |
|  | | |
| Year Group | Topic | Learning Objectives – Planning and Assessment |
| FS | **Myself** | I can **talk about** my own feelings.  I can **talk about** experiences of being known and called by name.  I can **recognise** some phrases from the Psalms which tell about God’s love for me. |
| **Welcome** | I can **talk about** my own experiences and feelings of being welcomed.  I can start to say what I wonder about how I can make others feel welcome.  I can start to **recognise** some religious signs and symbols used in baptism.  I can start to use some religious words and phrases from the Rite of Baptism |
| **Birthday** | I can **talk about** my own feelings as I wait for a birthday.  I can **talk about** my own experience of celebrating a birthday.  I can begin to **wonder** at the joy of birthdays.  I can begin to **recognise** the Nativity story.  I can begin to **recognise** that the Advent Wreath, the crib and other signs indicate the approach of Christmas.  I can **recognise** religious words and phrases. |
| **Celebrating** | I can begin to **talk about** my own experiences and feelings about celebrations I have been part of and how the celebration was shared.  I can begin to **wonder** about why people celebrate.  I can begin to **wonder** about how they feel when they celebrate.  I can begin to **recognise** the story of Mary and Joseph taking Jesus to the Temple.  I can begin to **recognise** some of the elements and words used in Church celebrations.  I can begin to **recognise** that the church/parish family celebrate in particular ways |
|  | **Gathering** | I can begin to **talk about** the times I have gathered together with others.  I can begin to **talk about** how I felt when I gathered together.  I can begin to say what I **wonder** about the enjoyment of being together.  I can begin to **recognise** the story of Jesus with the children as a religious story.  I can begin to **recognise** the phrases “The Lord be with you.” “And with your spirit.”  I can begin to **recognise** the Lectern and know how it is used.  I can r**ecognise** how at Mass people gather to share the stories of God’s love.  I can **begin to talk** about my experience of visiting church and listening to God’s word. |
|  | **Growing** | I can begin to **talk about** my own experience of ‘growing’.  I can begin to **talk about** how I feel about ‘growing’.  I can begin to say what I **wonder** about growing, themselves and in nature.  I can begin to **recognise** the stories of Good Friday and Easter Sunday as religious stories.  I can begin to **recognise** the Cross, the words of the Sign of the Cross and the Easter garden.  I can begin to r**ecognise** that Christians try to ‘grow more like Jesus’ particularly during Lent. |
|  | **Good News** | I can begin to **talk about** how I feel when I have good news to share.  I can begin to say what I **wonder** about the joy good news brings.  I can begin to **talk about** how i feel when I hear Good News.  I can begin to say what I **wonder** about Pentecost Day and the Holy Spirit.  I can begin to **recognis**e the Pentecost story as a religious story.  I can begin to use and **recognise** religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.  I can begin to **recognise** that Christians are happy at Pentecost and go to church to celebrate the Good News. |
|  | **Friends** | I can begin to **talk about** my experiences and feelings about what a friend is.  I can begin to **talk about** making friends and when friendships go wrong.  I can begin to **wonder** about what makes people friends.  I can begin to **recognise** that Christians show love for one another because Jesus asked them to do so.  I can begin to **recognise** Jesus’ rule for friends and his words ‘love one another’. |
|  | **Our World** |  |
| 1 | **Families** | I can **talk about** my experience and feelings about the roles of people within families.  I can say what I wonder about the care given to people within families.  I can **ask and respond to** questions about the difference between families.  I can **retell** some of the psalms and something about Jesus’ childhood. |
|  | **Belonging** | I can **talk about** my experience and feelings about belonging to different groups.  I can say what I wonder about belonging and what that means.  I can **recognise** and use some religious words and phrases used in Baptism, such as ‘I baptise you in the name of the Father…’  I can **recognise** that Baptism is the beginning of life in the Church family.  I can **ask and respond** to questions about my own and others experiences of belonging to different groups |
|  | **Waiting** | I can **talk about** my experience and feelings about waiting.  I can say what I wonder about waiting.  I can **recognise** the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.  I can **use** some religious words and phrases about Advent and waiting.  I can **retell** the story of the birth of Jesus. |
|  | **Special people** | I can **talk about** my experience and feelings about the special people they know or have heard about.  I can say what I wonder about the help special people give them.  I can **recognise** how everyone helps each other because they belong to the parish family.  I can **retell** some stories about Jesus’ life.  I can **ask questions** about what makes a person special. |
|  | **Meals** | I can **talk about** my experience and feelings about meals which are special to me.  I can say what they wonder about why people share special meals.  I can **ask questions** about meals which are special to me.  I can **retell** the story of Jesus’ special meal, The Last Supper. |
|  | **Change** | I can **talk about** my experience and feelings about changing and acquiring new skills.  I can say what I wonder about the ways in which change happens.  I can **recognise** some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases.  I can **recognise** that people use the opportunity of Lent to change and make a new start.  I can **ask questions** about my own and others’ experience and feelings about how we can change.  I can **retell** the stories of Palm Sunday, Good Friday and Easter Sunday. |
|  | **Holidays and Holydays** | I can **talk about** my experience and feelings about holidays.  I can say what I wonder about what makes a holiday a happy time.  I can **recognise** what a holy day is and the story of coming of the Holy Spirit at Pentecost.  I can **recognise** some symbols of the Holy Spirit.  I can **ask questions** about the difference between ordinary days and holidays and why we have them.  I **can retell** the story of the coming of the Holy Spirit at Pentecost. |
|  | **Being Sorry** | I can **talk about** my experiences and feelings about making choices.  I can **say** what I wonder about concerning making choices.  I can use some religious words like ‘being sorry’ and ‘forgiveness’.  I can **ask and respond** to questions about the consequences that choices have on others and themselves.  I can **ask and respond** to questions about being sorry for the wrong choices they have made. I can **ask** questions about how it can sometimes be difficult to forgive others.  I can **retell** the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah. |
|  | **Neighbours** |  |
| 2 | **Beginnings** | I can **ask and respond to** questions about my own and others’ experiences about new beginnings.  I can **ask questions** about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.  I can d**escribe** and use some religious words and phrases about types of prayer.  I can **describe** that people are kind and loving because God made them.  I can **ask questions** about what they wonder about the beauty around them and God creating the world. |
|  | **Signs and Symbols** | I can **ask and respond** to questions about the reasons for the importance of certain symbols in my life.  I can **ask questions** about what I and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer.  I can **describe** the story of Creation as a religious story or some phrases from the psalms.  I can say what I wonder about the beauty around them and God creating the world.  I can use religious words and phrases to **describe** some actions and symbols used in baptism.  I can **describe** some ways in which Christians live as followers of the Light of Christ. |
|  | **Preparations** | I can **ask and respond to** my own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation.  I can **ask and respond to** questions about I and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer.  I can **describe** the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events.  I can use religious words and phrases to **describe** some religious actions and symbols connected with the liturgical season of Advent.  I can **describe** how Christians follow Jesus as the Light of the World and live that out in their lives. |
|  | **Books** | I can **ask and respond** to questions about my own and others’ experience and feeling of the different books that are used at home and school.  I can **describe** the story of the Baptism of Jesus.  I can **describe** how the Gospels are used by the parish family.  I can use religious words and phrases to **describe** the actions and symbols related to proclaiming the Gospel.  I can **ask questions** about what they and others wonder about the need for books and their importance in our lives and realise that some questions are difficult to answer. |
|  | **Thanksgiving** | I can **ask and respond to** questions about how I and others feel when receiving and giving thanks.  I can **describe** the story of the Last Supper.  I can use words and phrases to **describe** some religious signs and symbols and the steps involved in the Eucharist (Mass) to show how Catholics give thanks to God.  I can **describe** how Catholics try to live what they have experienced at Mass in their daily lives.  I can begin to **show** how feelings and beliefs affect my behaviour with regard giving thanks. |
|  | **Opportunities** | I can **ask and respond to** questions about my own and others’ experiences and feeling of using the opportunities that are offered to choose good.  I can **ask questions** about what I and others wonder about how people make choices and realise that some of these questions are difficult to answer.  I can **describe** some of the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday.  I can use religious words and phrases to **describe** the religious actions and symbols of Lent and Holy Week.  I can **describe** some ways in which Christians use the time of Lent, to find ways of helping others. |
|  | **Spread the Word** | I can **ask and respond** to questions about my own and others experiences and feelings of both passing and receiving messages.  I can **describe** the story of the Resurrection of Jesus and the coming of the Holy Spirit.  I can **describe** ways in which Christians spread the word of the Good News of Jesus in their lives. |
|  | **Rules** | I can **ask and respond** to questions about my own and others’ experiences and feelings of the importance of rules.  I can use religious words and phrases to **describe** the examination of conscience. I can **describe** some aspects of the Sacrament of Reconciliation. I can **describe** how Christians try to practice Jesus’ commandment of love, peace and reconciliation. |
|  | **Treasures** |  |
| 3 | **Homes** | I can **describe** some ways Christians live as people chosen by God.  I can **ask and respond to questions** about my own and others’ experiences and feelings about homes.  I can **describe and give reasons** for how feelings and beliefs affect how I am feeling and my behaviour.  I can **describe and give reasons** forhow feelings and beliefs affect the give and take of living in a family. |
|  | **Promises** | I can **ask and respond** to questions about promises.  I can **describe and give reasons** for the actions and symbols used at Baptism.  I can use a developing religious vocabulary to **give reasons** for the actions and symbols used at Baptism.  I can **give reasons** for the promises made at Baptism.  I can **give reasons** how and why Christians live as followers of the Light of Christ. |
|  | **Visitors** | I can **ask and respond** to questions about my own and others’ experiences and feelings about visitors.  I can **describe and give reasons** for how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.  I can **give reasons** for some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus. |
|  | **Journeys** | I can **ask and respond** to questions about my own and others’ experiences and feelings about the events which mark the year or the season.  I can use religious words and phrases to **describe** the liturgical year and how it is composed of seasons and feasts days.  I can **describe** how some prayer leads to good actions.  I can use a developing religious vocabularyto **give reasons** why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used. |
|  | **Listening and Sharing** | I can **ask and respond** to questions about my own and others’ experiences and feelings about listening well and sharing.  I can use religious words and phrases to **describe** the actions and symbols used during the celebration of the Eucharist.  I can **describe** some ways in which Christians share God’s love with others.  I can use a developing religious vocabularyto **give reasons** for specific actions and words used during the celebration of the Eucharist.  I can give **reasons** why Christians want to share the Good News of Jesus. |
|  | **Giving all** | I can **ask and respond** to questions of my own and others’ experience and feelings of how people give themselves for others.  I can **ask and respond** to questionsabout the courageousness of giving and realise that some questions are difficult to answer.  I can use religious words and phrases to **describe** the religious actions and symbols of Lent and Holy Week.  I can **describe** some ways in which Christians use the time of Lent to give to others.  I can **give reasons** given by Christians for being kind and generous, especially during Lent. |
|  | **Energy** | I can **ask and respond** to questions about my own and others’ experiences and feelings about the power of fire and wind and how this energy can be used for good.  I can use religious words and phrases to **describe** what happened to the apostles at Pentecost, what they saw and felt.  I can **describe** some ways in which Christians live when they use the energy and gifts of the Holy Spirit.  I can **give reasons** for the love Christians show because they are inspired by the Holy Spirit. |
|  | **Choices** | I can **ask and respond** to questionsabout my own and others’ experiences of making choices.  I can use religious words and phrases to **describe** saying sorry and asking for forgiveness. I can **describe** the Sacrament of Reconciliation.  I can **describe** a simple Examination of Conscience and write or say a sorry prayer. I can **describe** some ways in which followers of Jesus live.  I can use a developing religious vocabularyto **give reasons** for what happens in the Sacrament of Reconciliation.  I can **give reasons** why particular Christians make good choices and follow Jesus. |
|  | **Special places** |  |
| 4 | **People** | I can **ask and respond** to questions about my own and others’ experiences and feelings about tracking back family trees.  I can **describe** with increasing detail ways in which characters in the Bible lived out their lives.  I can **compare** my own and others’ ideas about the questions that family trees raise and are difficult to answer.  I can **make links** between these stories and what people believe about God and Jesus.  I can **give reasons** for certain actions by believers such as Ruth. |
|  | **Called** | I can **ask and respond** to questions about being chosen.  I can use religious words and phrases to **describe** what it means to be called.  I can **describe** in detail some ways in which people are called to live a Christian life.  I can **make links** between scripture and the call to holiness.  I can **make links** to show how feelings and beliefs can affect the responses they might make to being chosen.  I can use a **developing religious vocabulary** to **give reasons** for the actions and symbols used at Confirmation.  I can **give reasons** why and how Christians respond to God’s call. |
|  | **Gift** | I can **ask and respond** to questions about what is important in friendship.  I can use religious words and phrases to **describe** some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas.  I can **make links** to show how feelings and beliefs affect my behaviour and that of others in relation to the gift of love and friendship.  I can **make links** between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah.  I can **use** a developing religious vocabularyto **give reasons** for the actions and symbols connected with the liturgical season of Advent and Christmas. |
|  | **Community** | I can **ask and respond** to questions about my own and others’ experiences of being part of a community.  I can **make links** to show how feelings and beliefs affect their commitment to community and that of others.  I can **make links** between the call of the apostles and God’s call to people to serve him today.  I can use a developing religious vocabularyto **give reasons** for the actions and symbols used within a funeral Mass.  I can give **reasons** why people give service to the parish community through various ministries. |
|  | **Giving and receiving** | I can **ask and respond** to my own and others’ experiences and feelings about giving and receiving.  I can **make links** to show how feelings and beliefs about giving and receiving affects my own behaviour and that of others.  I can **make links** between scripture and an understanding of the Eucharist.  I can use a developing religious vocabularyto **give reasons** for religious actions and symbols used in the celebration of the Eucharist.  I can **give** **reasons** why Christians attend the celebration of the Eucharist. |
|  | **Self discipline** | I can **ask and respond** to questions about my own and others’ experiences of being self-disciplined.  I can **make links** to show how feeling and beliefs affect my self-discipline and that of others.  I can **make links** between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs.  I can use a developing religious vocabularyto **give reasons** for religious actions and symbols connected to Lent and Holy Week.  I can **give** **reasons** why Christians try to be self-disciplined in Lent. |
|  | **New life** | I can **ask and respond** to questions about my own and others’ experiences of good news bringing life.  I can **make links** to show how feelings of sadness and joy and the belief in the goodness of others, affects my own and others’ behaviour.  I can **give reasons** why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul.  I can **make links** between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit. |
|  | **Building Bridges** | I can **ask and respond** to questions about my own and others’ experience and feelings about what breaks and what mends a friendship.  I can use religious words and phrases to **give reasons** for some religious actions and symbols used in the Sacrament of Reconciliation.  I can **make links** to show how feelings and beliefs affect my behaviour and that of others in respect to maintaining friendship.  I can **make links** to show how feelings and beliefs about reconciliation affect my behaviour and that of others.  I can **give reasons** why believers ask forgiveness of others and forgive those who have hurt them. |
|  | **God’s people** |  |
| 5 | **Ourselves** | I can **compare** my own and other people’s ideas about questions of talents and qualities.  I can **begin to** **show understanding** of howbeliefs and values affect my love and care of each other.  I can **describe** and **show an understanding** of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.  I can **begin to show understanding** of how the call to be holy shapes life. |
|  | **Life choices** | I can **begin to compare** my own and other people’s ideas about questions concerning care and commitment that are difficult to answer.  I can **begin to engage with** and respond to questions of life, particularly in relationships.  I can **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 in particular.  I can **use religious terms** to **begin to show an understanding** of the marriage liturgy and the Promises made.  I can **begin to show understanding** of how religious belief shapes the lives of married people.  I can **begin to show understanding** of how religious belief shapes the lives of those who are involved in the community as volunteers. |
|  | **Hope** | I can **compare** my own and other people’s ideas about questions concerning waiting and hoping and how these questions are difficult to answer.  I can **begin to** **show understanding** of howmy own and others’ decisions about how I wait and hope are informed by beliefs and values.  I can **begin to engage with and respond** to questions of waiting and hoping in the light of religious teaching.  I can **describe, begin to show understanding and make links** between scripture texts and belief in the coming of Jesus at Christmas and at the end of time.  I can **begin to** **show understanding** of how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others.  I can **begin to show how my own and others’ decisions** to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come.  I can **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. |
|  | **Mission** | I can **show an understanding** of howmy own and others’ decisions in carrying out their mission in communities are informed by beliefs and values.  I can **describe and** begin to **show I understand** how dioceses and different Christian communities continue to carry out the work and mission of Jesus.  I can **make links** between this and what they have read in scripture.  I can **show I** **understand** why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.  I can **engage and respond** to questions of how religious teaching affects life and work within a community and diocese. |
|  | **Memorial Sacrifice** | I can **compare** my own and others’ ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise these questions are difficult to answer.  I can **show understanding** of howmy own and others’ decisions about memories are informed by beliefs and values.  I can **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.  I can **show understanding** of how belief in the sacrifice of Jesus shapes the lives of Christians.  I can **engage** with and **respond** to questions of life choices in the light of religious teaching about sacrifice. |
|  | **Sacrifice** | I can **compare my** own and other people’s ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer.  I can **show how** my own and others’ decisions about giving and refusing to give are informed by beliefs and values.  I can **describe and show understanding** of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.  I can **show an** **understanding** of the different liturgies of Holy Week and the Easter Vigil.  I can **show understanding** of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.  I can **engage with and respond** to questions about sacrifice in the light of religious teaching. |
|  | **Transformation** | I can **compare** my own and other people’s ideas about questions that are difficult to answer about transforming energy and its uses.  I can **show understanding** ofhow my own and others’ decisions about the use of transforming energy are informed by belief and values.  I can **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.  I can **show understanding** of the transforming power of the Holy Spirit and how it shapes the lives of Christians.  I can **engage with and respond** to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul’s letter give meaning and purpose to life. |
|  | **Freedom and responsibility** | I can **compare** my own and other people’s ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.  I can **show** how my own and others’ decisions about freedom and responsibility are informed by beliefs and values.  I can **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.  I can **show understanding** of how religious belief in the freedom and responsibility of living by God’s law shapes our lives.  I can **engage and respond** to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws. |
|  | **Stewardship** |  |
| 6 | **Loving** | I can **compare** my own and other people’s ideas about questions of unconditional love.  I can **describe and show understanding** of the scripture, beliefs, feelings and experience of God’s unconditional love and **make links** between them.  I can **show understanding** of how religious belief in God’s unconditional love shapes life.  I can **show understanding** of howbeliefs and values affect our love and care of each other |
|  | **Vocation and Commitment** | I can **compare** my own and other people’s ideas concerning the questions raised about what it means to be committed.  I can **compare** my own and other people’s ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer.  I can **give reasons** why Christians fulfil their baptismal promises by answering God’s call through their chosen vocation in various ways, including the religious life.  I can **show** how my own and others’ commitment to service and care of others are influenced by beliefs and values.  I can **use religious terms** to **show an understanding** of prayers of consecration and vows made at ordination and profession.  I can **show an understanding** of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation. |
|  | **Expectations** | I can **compare** my own and other peoples’ ideas about questions about expectation that are difficult to answer.  I can **give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas.  I can **show an understanding** of howmy own and others’ decisions concerning expectations are informed by beliefs and values.  I can **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them.  I can **show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives. |
|  | **Sources** | I can **compare** my own and other people’s ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.  I can **give reasons** for when and how Christians use the Bible.  I can **describe** and s**how an understanding** of the Bible, the beliefs, ideas, feelings and experiences of the Christian and **make links** between them.  I can **show understanding** of how the Bible shapes the lives of Christians.  I can **show how** my own and others’ decisions are informed by beliefs and values which may be influenced by what they have read. |
|  | **Unity** | I can **compare** my own and other people’s ideas about questions concerning friendship which are difficult to answer.  I can use a developing religious vocabularyto **give reasons** for the action and symbols of the Communion Rite.  I can **give** **reasons** why Christians gather together in ‘communion’ and receive ‘Holy Communion’.  I can **show how** my own and others’ decisions about friendships are informed by beliefs and values.  I can **show understanding** of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings.  I can use religious termsto **show an understanding** of different aspects of the Eucharist.  I can **show understanding** of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians. |
|  | **Death and new life** | I can **compare** my own and other people’s ideas about questions concerning loss and death which are difficult to answer.  I can use a developing vocabularyto **give reasons** for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.  I can give **reasons** for certain actions by believers during Lent.  I can **show how** their own and others’ decisions concerning the effects of death and loss are informed by beliefs and values.  I can **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.  I can use a variety of religious terms accuratelyto **show an understanding** of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night.  I can **show understanding** of how religious belief in death and new life shapes life. |
|  | **Witnesses** | I can **compare** my own and other people’s ideas about questions that are difficult to answer about having the courage to witness.  I can **give** **reasons** for the witness to Jesus Christ by believers.  I can **show how** understanding of belief in the power of the Holy Spirit shapes lives.  I can **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.  I can to **show how** my own and others’ decisions about witnessing are informed by beliefs and values. |
|  | **Healing** | I can **compare** my own and other people’s ideas about questions concerning serious illness and bereavement which are difficult to answer.  I can **engage and respond** to questions of the experience of sickness and healing in the light of religious teaching.  I can **show how** my own and others’ decisions about care and compassion towards the sick are informed by beliefs and values.  I can **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and **make links** between them. I can **show an understanding** of the different liturgies connected to the sacraments offered to the sick and dying.  I can **show understanding** of how religious belief shapes life, and that caring for those in need is a Christian responsibility. |
|  | **Common Good** |  |
| **Threads across school** | | |
| **What we see in lessons:**  Cross-curricular activities such as Art, Drama, ICT, Poetry etc. to explore different themes.  Use of Scripture  Use of prayer/hymns  Use of debates and challenging questions to develop thinking  All children to share ideas and thoughts  **What we see in classrooms**:  RE display with work from current topic, key vocabulary and scripture linked to the topic.  Prayer table – this is to be interactive and used by the children, display Bible, Scripture, rosary beads, candles etc.  School prayers to be displayed  **What we see in books:**  Topic cover pages  Green for Growth slips (once a topic)  Marking linked to LO when appropriate  **Outside school:**  Prayer bags | | |