

St. Joseph's R.C. Primary School



Religious Education Policy

September 2025

Review date: July 2026

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2025

It is due for review in July 2026.

Hayley Francis

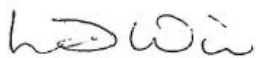
Date: 10th September 2025



Head Teacher

Mrs Lindsay Wise

Date: 10th September 2025



Chair of Governors

St. Joseph's Religious Education Policy

Our Mission Statement:

“Treat Others As You Would Like To Be Treated”

We aim to provide an education to a high spiritual and academic standard and make St Joseph’s School a living, caring, welcoming community, based on the Gospel values of love of God and neighbour, wherein all pupils and members of staff are enabled to grow as whole persons.

In practice, this will mean that the school will:-

- Create and sustain a welcoming environment in which the beliefs and values of the Catholic faith are developed and nurtured;
- Accept and show respect for all in the school community whatever their ability, social or economic situation, culture or religion;
 - Recognise and respect the uniqueness of all individuals, welcoming children who have additional needs-educational, medical or social;
 - Create good interpersonal relationships between pupils, staff, parents, governors and the wider community;
- Provide a programme of religious teaching and liturgical celebrations which will enhance the Catholic identity of the school;
- Create good links between home, school, parish and community by involvement in school activities.

Religious Education is fundamental to the ethos of our school. Gospel values inform the curriculum. Support is provided to teachers of another denomination to enable her/him to teach the doctrinal content of the syllabus and lead acts of worship.

'The Catholic School finds its true justifications in the mission of the Church: it is based on the educational philosophy in which faith, culture and life are brought into harmony.'
(The Religious Dimension of Education in a Catholic School 34)

Leadership and Management of Religious Education

The Headteacher and Governors are responsible for ensuring that Religious Education has a high profile in the curriculum, is taught as a core subject and is well resourced and monitored. The Religion Leader is responsible for leading Religious Education across the school. The Headteacher and Governors are also responsible for ensuring that the school's self-evaluation processes monitor and evaluate the identity of the school as a Catholic community and that the Section 48 Self-Evaluation form is regularly reviewed.

Governance

Foundation Governors have a statutory responsibility to preserve and develop the religious character of the school. The governing body is responsible for the regular monitoring of Religious Education across the school and for ensuring the proper allocation of staffing, time, resources and accommodation for the subject.

Aims for Religious Education

To help children come to the full realisation that:

- God created the world
- They are loved by God
- God has revealed His nature in Jesus Christ
- God's spirit is alive and active in them and the world

To strive to help children grow in wonder, delight and awe, at God's creating Presence and action in His world.

To encourage them to build a personal relationship with Jesus through prayer and scripture.

To foster a recognition of their own unique value as people through each person's contribution to class and school.

To work with family and parish, particularly through liturgy and the sacraments, to foster a Catholic identity.

To prepare the children for a culturally diverse society, promoting tolerance and understanding of difference.

The Religious Education Curriculum

Our Religious Education Curriculum is currently in transition, in line with the Religious Education Directory 2023- 'To Know You More Clearly'. As of the Autumn term 2025, Reception follow the 'Come and See' scheme whilst Years 1, 2 ,3 and 4, follow the new scheme - The Vine and The Branches.

[Year 1 overview](#) [Year 2 overview](#) [Year 3 overview](#) [year 4 overview](#) [Year 5 overview](#) [Year 6 overview](#)

Catholic Life of the School

As a Catholic School in the Archdiocese of Cardiff - Menevia, we have embraced the Catholic Schools' Pupil Profile, which teaches the children a set of eight pairs of virtues to be internalised and cultivated - enabling them to grow in wholeness as fully rounded individuals in the image of God. The pairs of virtues are:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

At St Joseph's, we expect our children to be:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, now and in the future... by encouraging them to know and be **grateful** for all their gifts, developing them to the full so that they can be **generous** in the service of others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices... by promoting the practice of **attentive** reflection and **discerning** decision making: in teaching, prayer and retreats; and through the practice and example of school leaders and staff.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words... by being **compassionate** and **loving** in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.

Faith-filled in their beliefs and **hopeful** for the future... by passing on the living and **faith-filled** tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and **hope** in themselves and others.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world... by developing an **eloquent** language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be **truthful** in the way they represent themselves and speak about the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good... by the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more **learned** and **wise**.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better... by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others... by being a school community which is **intentional** in its way of proceeding to build-up quality of life; and which is **prophetic** in the way it offers an alternative vision of education and the human person rooted in the gospel

Christian Meditation

All teachers have been trained in the use of Christian meditation to encourage calmness and clarity of thought. This is a particularly effective way to begin the afternoon after an active lunchtime. All classes meditate for a period of time which is appropriate to the age of the child. They are encouraged to sit calmly, repeat a mantra and invite God into their mind.

School and classroom displays

Religious artefacts and images are displayed throughout the school, including, wherever possible, artwork and prayers created by children. A shrine forms the focus point at the front of the area where the whole school meets together in the Central Area. In each class there is a prayer corner/class altar. This is changed to reflect the season of the liturgical year, the current focus Gospel Value for the school and the topic being studied within their Religious Education lessons. Children are encouraged to care for and contribute to the prayer corner/altar in their classroom. Teachers will draw children's attention to changes when they are made in order to deepen understanding of religious signs and symbols. Each class also has an R.E wall display where children's R.E work is celebrated and key words/key scripture from a topic are displayed.

Time allocation

Each class devotes two and a half hours to R.E each week (10% curriculum time).

Collective Worship and Prayer

Aims

- To provide opportunities for the development of a personal relationship with God
- To nourish the spiritual development of each child
- To strengthen the bonds of our spiritual community
- To enable the children to grow in their knowledge and love of Jesus and understand His teachings
- To help the children become familiar with the traditional forms of prayer used in the Catholic Church

- To give children opportunities to prepare and take part in different forms of liturgy
- To support the teaching of RE throughout the school, enabling children to make links between their learning of Scripture and their spiritual and moral lives

Assemblies during the week at St Joseph's follow this pattern:

Monday: Whole school assembly led by a member of the Senior Leadership Team. A theme for the week is introduced, reflecting the liturgical year, or the current Pupil Profile Values or a Feast Day. A passage from Scripture or another relevant reading is heard and any special prayer intentions are introduced.

Tuesday/Wednesday/Friday: Classroom based Act of Worship led by class teachers and children. This can be in the form of Christian Meditation or Celebration of the Word or Examen.

Thursday: Whole School Assembly and Hymn Practice- led by a member of the Senior Leadership Team. This leads into a celebration of effort, living our Gospel values and achievement through the week, where children are awarded certificates. In addition the school regularly welcomes visitors to present Assemblies to the children. When appropriate e.g. if the visitor is a member of the clergy, a missionary or from a Christian charity, their contribution may be incorporated into, or replace the normal assembly for that day. In the case of secular visitors, their assembly will take place in addition to normal gathering and prayers. Each class will lead a whole school assembly once every term. Liturgy Leaders, are pupil leaders in years 5 and 6 lead celebration assemblies once every half term with a specific focus on the Liturgical Year cycle.

Mass

Mass is celebrated with the school community either in school or at the church of St Frances of Rome. Masses will either be planned to fall on Holy Days of Obligation or will reflect the Liturgical year. Classes also attend Mass at the Church every Thursday with fellow parishioners, on a rota basis.

The headteacher regularly meets with the Parish Priest to organise Masses.

Spiritual and Moral Development

Provision for spiritual and moral development is part of all education in a Catholic school. We aim to provide children with a happy and secure environment in which they can fulfil their full potential. Therefore, the children are given space to express themselves and we foster an environment in which they can grow in self-esteem, whilst respecting others. Spiritual and Moral development permeates the whole of the curriculum and school life but is obviously most evident during our times of prayer and worship.

Children are regularly reminded of our golden rule: "Treat others as you would like to be treated" and this will usually feature in any discussion of poor behaviour. The child is asked to reflect upon the example Christ gave us in discussion with an adult. The belief in God's unconditional love and forgiveness is also fostered.

Prayers and Prayer

'Prayer is having a relationship with God'

Children pray in class on a daily basis. All classes say a morning offering, a lunch time prayer and an end of day prayer. Prayers which are said daily are displayed in classrooms and the area where the school gathers together. In order to enhance the experience of prayer for children, the teacher may draw the children's attention to the prayer corner/alter, a candle, a display or images on the interactive whiteboard.

For further information relating to prayer life within the school, please refer to our Prayer and Liturgy Policy:

[Prayer and Liturgy Policy](#)

Formal words for prayer

These are introduced gradually through everyday life within the school
Regular attendance at Mass supports the knowledge and understanding of responses

Children will become familiar with these words by: -

1. Hearing them
2. Joining in.
3. Singing them.

Focusing on small phrases which are incorporated into topic work when and where appropriate.

Home/School Links

Parents are regularly invited to Class assemblies and Masses. Parents are also informed of the RE topics through knowledge organisers specifically for given topics:

[Year 2 knowledge organiser](#)

The Wednesday Word is also emailed home weekly for families to celebrate together.

Termly Parent Voice meetings also incorporate aspects of the Religious Education curriculum for parents to ascertain a greater understanding of their child's learning
Termly parents evenings also provide parents with an update on their child's progress in Religious Education.

Teaching other Faiths

Children learn about other faiths as part of our curriculum, within their RE lessons every year. The other faiths studied are Judaism, Islam, Sikhism and Hinduism. As part of our commitment to social cohesion and citizenship, children are also encouraged to learn about other faiths during cross-curricular activities e.g. Sikhism when studying India for Geography. Enrichment activities such as visits to a synagogue and a visit from an Islamic artist are encouraged to deepen the children's understanding of other faiths. Progression across Key Stages is ensured by following the Lambeth Scheme of Work. Wherever possible, links are made to other areas of the curriculum and if appropriate, skills and knowledge from other subjects are utilised. There is opportunity for extended writing at KS2 and more challenging activities for the more able provided through effective use of questioning and differentiation methods employed across the curriculum.

[Other Faiths Curriculum Overview](#)

RE Assessment Data

Assessments are based upon CES Age-Related Standards in Religious Education (July 2018). The standards are shown in age phases and cover the following:

AT1 – Knowledge and Understanding (Learning about)

AT2 – Engagement and Response (Learning from)

AT3 – Analysis and Evaluation (KS2 only)

The previously mentioned document splits these standards into age phases, 3 – 5, 5 – 7 and 7 – 11.

To ensure progression across the school, the standards have been broken down further into individual year groups. The RE standards for each year group are clearly presented in the front of pupils RE books and teachers use these to assess formatively throughout the year to enable them to make secure judgements at the end of each term, as well as identifying areas for development.

Measuring Attainment

Attainment in RE is measured against the Catholic Education System (CES) Attainment Targets 1 – 3 using the relevant end of year statements for each year group. Each lesson's learning objective is linked to the relevant AT statement, ensuring class teachers are clear on which attainment target is being assessed.

In addition to this, children are presented with a Big Question to answer during the cold task at the start of each new unit. This is then revisited as a hot task at the end of the topic to show each child's understanding of the unit taught.

[Themes and Topics Assessment Questions](#)

This information is used by the class teacher to provide an overall termly assessment for each child, which is then recorded on Arbor. Baseline data is set using the end of year data from the previous academic year.

Pupils are levelled at entering, within, secure or greater depth within their year group

E.g. for a Year 2 child to be on track we would expect to see:

End of Autumn term – Y2E (entering)

End of Spring term – Y2W (within)

End of Summer term – Y2S (secure)

Professional Development

The school ensures that there is regular and appropriate training and development for all who teach Religious Education in the school. Half termly visits by our Catholic Schools independent advisor provides staff with the appropriate support, when needed. Father Nicholas James visits regularly to support staff with their subject knowledge. Staff also attend Diocesan training throughout the year.

Policy Review date – July 2026

Appendix 1

THE VINE AND THE BRANCHES YEAR 1 Overview of the Year

Autumn	<p>CREATION AND COVENANT – September – October</p> <p>1.1.1- The story of Creation (AT 1.1, 1.7)</p> <p>*Hear the story of creation</p> <p>*Recognise that the story of creation is an ancient prayerful poetic reflection on God's world.</p> <p>1.1.2- God's love and care for us (AT 1.2, 1.7)</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 experience his presence in the beauty and order of creation.</p> <p>1.1.3 – The Our Father (AT1.3, 1.7)</p> <p>* recognise that prayer is a way of drawing closer to God</p> <p>1.1.4 – The Nicene Creed (AT1.2, 1.7)</p> <p>* Recognise in an age appropriate way that the church teaches that all this comes from God our Father, who made Heaven and Earth</p> <p>1.1.5 – Laudato Si (AT1.3, 1.5, 1.7)</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>1.1.6 – Caring for God's World (AT1.3, 1.7)</p> <p>*Recognise that God gave human beings the responsibility for taking care of the world and its people in doing this, we show love for God and each other.</p>	<p>PROPHECY AND PROMISE – November – December</p> <p>1.2.1- The Annunciation (AT 1.1)</p> <p>* Know that in the Annunciation God called Mary and she said 'yes' to His call and understand why this makes Mary important to Christians.</p> <p>1.2.2- Mary visits Elizabeth (AT1.1)</p> <p>* To know and understand the Bible as a special book in which people came to know about the events of the Annunciation and the Visitation.</p> <p>1.2.3 – Mary is our Mother (AT1.4)</p> <p>*Begin to know and understand the words and meaning of the prayer – Hal Mary.</p> <p>* Know and understand why Catholics around the world show honour to Mary.</p> <p>1.2.4 – The birth of Jesus (AT1.1)</p> <p>* Recognise that , for Christians, the Christmas story reveals God's love by sending Jesus his son.</p> <p>* To know and understand that the Bible is a special book with accounts of how people came to know the good news of Jesus.</p> <p>1.2.5 – Visit of the Shepherds (AT1.1)</p> <p>*To know and understand the angels bring God's message and are a sign that Jesus is the son of God. (AT1.6)</p> <p>* To recognise the first phrase of the Gloria as the angel's song of praise to God.</p> <p>* Be able to sequence the accounts from the Annunciation through to the visits of the shepherds. (AT1.1)</p>
	<p>Assessment</p> <p>Who created the world and why?</p>	<p>Assessment</p> <p>Why was the birth of Jesus so special?</p> <p>Possible leading questions to help.</p> <p>How did Mary know she was going to have a baby?</p> <p>What did Mary do to prepare for the birth?</p>
Spring	<p>GALILEE TO JERUSALEM - January – February</p> <p>1.3.1 – The Presentation (AT1.1)</p> <p>*To recall the feast of the Presentation (AT1.1)</p> <p>GD: How did Simeon recognise Jesus?</p>	<p>DESERT TO GARDEN – February – March</p> <p>1.4.1 – Temptations in the Desert (AT1.1)</p> <p>* To recall the story of Jesus being tempted in the desert for 40 days (LK 4:1-13)</p>

<p>*To explain why it is celebrated by Christians around the world and it is known as Candlemas. (AT1.3) MA: How do you show the light of Jesus in your everyday life? 1.3.2 – Finding Jesus in the Temple (AT1.1)</p> <p>*To be able to retell in any form one of the stories they have heard, recognising that these are religious accounts from the Gospel of Luke. GD: What did Jesus mean ‘Did you not know that I must be busy with my Father’s affairs.’ 1.3.3 – Jesus announces his mission (AT1.3)</p> <p>* Make simple connections between Jesus’ announcements of his mission and how Christians are called to tell people about God’s love today. GD: How do you spread the good news and why? 1.3.4 – Jesus chooses Disciples (AT1.4)</p> <p>* To identify some of the people that encounter Jesus and recognise that he is special. GD: What do I do to show that I am a friend of Jesus? 1.3.5 – Jesus welcomes Children (AT1.1)</p> <p>* To recall the story of Luke 18.15-17 – Jesus blesses little children GD: What is it about children that Jesus loved so much?</p> <p>* To understand that Christians are called to take care of each other, especially those most in need, such as the poor. (AT1.3) GD: As a school how do we reach out to help others? 1.3.6 – Zacchaeus</p> <p>*Identify how Zacchaeus encountered Jesus and recognised that he is special. (AT1.1) GD: How do you encounter Jesus each day?</p> <p>* Ask and answer questions about the story of Zacchaeus GD: How did Zacchaeus make amends? 1.3.7 – Jesus the light to all nations</p> <p>* Reflect on how Jesus is a light for all people and consider how they can bring light to their families and communities. (AT1.3) GD: How do we know that Jesus is the light for all people? Link to the Epiphany and three wise men.</p> <p>* Understand how and why Christians are called to follow Jesus and share the Good News with others. (AT1.3)</p>	<p>* Understand that Lent is a special time for praying, fasting and helping others, as Jesus taught us to.</p> <p>*Understand that fasting in Lent is a way of giving to others . (CAFOD family fast day) 1.4.2 – Jesus goes to Jerusalem (AT1.1)</p> <p>* Recall events from Palm Sunday and the big welcomes Jesus received. * Recall the story of Jesus in the Temple – (including the widow’s mite) and identify the special meaning Jesus was presenting to us. 1.4.3 – The Last Supper (AT1.1)</p> <p>*Retell the story of the Last Supper * Explain the promise Jesus made and why he did this 1.4.4 – Jesus died on the cross (AT1.1)</p> <p>*To know and understand what happened to Jesus on Good Friday * Recall the events from Holy Week 1.4.5 – Jesus rose from the dead (AT1.1)</p> <p>* Recognise that the Church teaches us that Jesus suffered, died and rose again. *Recognise that angels bring God’s message and are a sign that Jesus is the son of God, truly alive.</p>
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THE VINE AND THE BRANCHES
YEAR 2 Overview of the Year

<p>Autumn</p> <p>CREATION AND COVENANT – September – October</p> <p>2.1.1 – The Bible</p> <p>* To understand that the Bible is the most important book for us because it is given by God to help us understand how much he loves us. * To retell a story from the Bible and explain how we can learn from this (AT1.1)</p> <p>2.1.2 – God’s promise to Noah</p> <p>* To explain what the story of Noah shows us (AT1.1, 1.4) *To explain what it means to care for God’s world and how we can demonstrate this in our everyday lives. (AT1.3)</p> <p>2.1.3 – God’s knowledge and Care</p> <p>* To understand that God knows everything about you * To explain what you know about the psalms in the Bible (AT1.1) * To understand and explain what is special about Psalm 139. (AT1.2)</p> <p>2.1.4 – Joining the Christian Family</p> <p>* To understand the importance and significance of Baptism (AT1.6) * To describe what happens during the Sacrament of Baptism (AT1.6) * To plan and role play a Baptism</p> <p>2.1.5 – Signs and symbols in Baptism</p> <p>* Explain that the Sacrament is a sign of Jesus’ love (AT1.6) * Explain what it means to make the sign of the cross (AT1.2)</p> <p>2.1.6 – The mystery of the Holy Trinity</p> <p>* Explain what you know about the Holy Trinity (AT1.2) * To learn the Glory be to the Father prayer and explain how it links to the Holy Trinity</p>	<p>PROPHECY AND PROMISE – November – December</p> <p>2.2.1- Zachariah in the Temple</p> <p>* To retell the story of Zachariah in the Temple (AT1.1) *To understand why we pray to God and put our trust in him when things get difficult (AT1.3)</p> <p>2.2.2 – The Annunciation of Mary</p> <p>* To retell and role play the Annunciation to Mary (AT1.1) * To know and understand the most important thing that the Angel said to Mary (AT1.1) *To learn from Mary and Joseph to trust in God</p> <p>2.2.3 – The Visitation (AT1.3)</p> <p>* To describe what it’s like to hear good news and share it *To share good news amongst the class * To retell and role play the story of the Visitation (AT1.1) * To know Mary’s song – ‘The Magnificat’</p> <p>2.2.4 – Advent (AT1.3)</p> <p>* To understand the meaning of Advent *Make an Advent wreath with four candles and explain the significance of them *To research and describe how Advent is celebrated throughout the world *Describe how you prepare for Christmas (prepare your heart for the birth of Jesus) *To know and understand what ‘Emmanuel’ means – ‘God is with us’.</p> <p>2.2.5 – The birth of John the Baptist (AT1.1)</p> <p>* Revisit the story of Zechariah in the Temple and recall what the Angel Gabriel told and promised to Zechariah *Retell the story of the Birth of John the Baptist (LK 1: 57-58) * Explain what happened to Zechariah when he named the baby John * Explain Zechariah’s special message to John</p> <p>2.2.6 – The birth of Jesus</p> <p>* Retell and role play the birth of Jesus (AT1.1) *Explain who Jesus is what is so special about his birthday (AT1.1)</p>
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		<ul style="list-style-type: none"> *Recall the angel's three names for the baby Jesus and the meaning of these. (AT1.2) * To know and understand who the Magi were (AT1.1) *To explain why Herod was jealous and the actions he took (AT1.4)
	Assessment How does God love us? Use a story from the Bible to explain. Why do people get Baptised?	Assessment Emmanuel means 'God is with us'. What does this mean? Why do we trust in God?
Spring	GALILEE TO JERUSALEM - January – February 2.3.1- John the Baptist <ul style="list-style-type: none"> *To know and understand what a prophet is and that John the Baptist was a prophet (AT1.4) * To recall the message of John the Baptist (AT1.4) * To explain what people do in our country to fulfil John's message (AT1.3) 2.3.2 – The Baptism of Jesus <ul style="list-style-type: none"> *To recognise Jesus as a little boy then as a man (AT1.2) *Retell the story of Jesus' Baptism (AT1.1) *To recognise the power of the Holy Spirit during Jesus's Baptism (AT1.1) 2.3.3 – The temptation of Jesus in the desert. (AT1.1) <ul style="list-style-type: none"> * To understand what temptation is and give your own examples *Retell the story of the temptation of Jesus in the desert * Talk about and describe what it was like for Jesus during this time 2.3.4 – Jesus and his Disciples <ul style="list-style-type: none"> * To describe/hotseat how Jesus's disciples felt when they were chosen by Jesus (AT1.4) * Retell and role-play the story of 'Jesus make the wind stop blowing' (AT1.1) * Recall what the disciples learnt from Jesus 2.3.5 – The cure of the paralysed man <ul style="list-style-type: none"> * To retell the miracle of how 'Jesus heals a man who cannot walk' (AT1.1) *To understand and explain why Jesus performed miracles (AT2.1) 	DESERT TO GARDEN – February – March 2.4.1 – Lent and Reconciliation (AT1.3) <ul style="list-style-type: none"> * Understand and explain the meaning of Lent *To know that Ash Wednesday marks the start of Lent *To recognise that Lent is a time for reconciliation 2.4.2 – Jesus goes to Jerusalem <ul style="list-style-type: none"> * Re-enact the story of Jesus going to Jerusalem (LK 19: 28-38) (AT1.1) * Describe how you would be feeling if you were there when Jesus goes to Jerusalem (AT2.2) * Understand why Jesus wanted to go to Jerusalem (AT2.2) 2.4.3 – The Last Supper <ul style="list-style-type: none"> * Recall events from the Last Super (AT1.1) * Attend Mass and recognise the re-enactment of the Last Supper (AT1.6) 2.4.4 – Jesus dies on a cross <ul style="list-style-type: none"> * To recall events from the crucifixion (AT1.1) * To understand why Jesus forgave his enemies after they killed him (AT1.1) * Explain how Jesus's actions teach us how to live (AT1.3) * Explain what we can learn from Jesus (AT1.3) 2.4.5 – The Resurrection of Jesus <ul style="list-style-type: none"> * Retell/roleplay the resurrection of the Lord (AT1.1) *Recall the events of the resurrection in the role of Peter (AT1.1) 2.4.6 – The Easter Vigil (AT1.4) <ul style="list-style-type: none"> * Understand the importance of Holy Week and what it is * Recall the different events within Holy Week (AT1.1) * Explain why Easter is so important to us

	2.3.6 – God's love (AT1.1, 1.8, 1.9, 1.10) <ul style="list-style-type: none"> *To understand what a parable is * To retell the parable of the 'lost Sheep' and understand its meaning * Imagine you are the lost sheep, describe your experience and feelings 	
	Assessment What is the difference between Jesus's miracles and parables? Explain the meaning of the parable of 'The Lost Sheep'	Assessment Retell the events of Holy Week Why is Easter so important to us?
Summer	ENDS OF THE EARTH April – May 2.5.1 – Jesus appears to the Apostles <ul style="list-style-type: none"> * Retell the story of Jesus appearing to the Apostles (AT1.1) * To explain what Jesus asked the Apostles to do * Describe the life and work of the Apostles 2.5.2 – The Ascension <ul style="list-style-type: none"> *To know and understand the Feast of the Ascension (AT1.1) * Recall the promise that Jesus made before he went back to heaven (AT1.1) * To understand the apostles mission and relate it our everyday lives (AT1.2, 1.3) 2.5.3 – Pentecost <ul style="list-style-type: none"> *To retell/roleplay the story of Pentecost (AT1.1) *Recognise the signs and symbols at Pentecost and understand the meaning of these (AT1.3) *Explain how the Holy spirit changed the lives of the Apostles 2.5.4 – The Fruits of the Holy Spirit <ul style="list-style-type: none"> *Recognise and describe the gifts of the Holy Spirit (AT1.2) *Describe ways in which the Holy Spirit can help us 2.5.5 – The conversion of Saul <ul style="list-style-type: none"> *Retell the story of the conversion of Saul (AT1.1) Understand and recall the lessons Saul learnt on the road to Damascus Relate the story of Saul to our everyday lives	DIALOGUE AND ENCOUNTER June – July 2.6.1 and 2.6.2 – The Mass <ul style="list-style-type: none"> *To know and understand that Mass is a great gift from Jesus (AT1.3) *To recall and describe the different parts of the Mass (AT1.6) 2.6.3 – The Good Samaritan <ul style="list-style-type: none"> * To retell/roleplay the parable of the Good Samaritan (AT1.1) * To explain the special teaching with the parable of the Good Samaritan (AT1.1) * Plan and prepare a class fundraising event to support CAFOD (AT1.3) 2.6.4 – The Christian Community <ul style="list-style-type: none"> * To recognise and understand what it means to be 'Christian' (AT1.3) * To understand that Catholics are Christians *To share different examples of what Jesus asks us to do as Christians (AT1.3) 2.6.5 – Judaism <ul style="list-style-type: none"> *To know and understand what Judaism is *To know and understand what Jews believe *To recognise and name the place of worship for Jews *To recognise and names the Torah Scrolls 2.6.6 - Shabbat <ul style="list-style-type: none"> *To know and understand what Shabbat is

		*To make comparisons between Shabbat and our holy day – Sunday
Assessment	Assessment	Assessment
What did Jesus say to his friends before he went back to heaven? How do you / we carry on the work (mission) of Jesus?	Describe the meaning of the parable of the Good Samaritan? How are you / we a good Samaritan to others?	

THE VINE AND THE BRANCHES
YEAR 3 Overview of the Year

Autumn	<p>CREATION AND COVENANT – September – October</p> <p>3.1.1 – Creation of the world * Describe how either a psalm or a prayer they have studied, praises God for creation</p> <p>3.1.2- Made in God's image * 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. * Encounter the belief that human beings are made in the image of God and talk about what this means.</p> <p>3.1.3 – Poetry and symbolism in Genesis * 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>3.1.4 – Broken Relationships * To know and understand Pope Francis' message that human beings are called to have a loving relationship with God, with each other and with the world.</p> <p>3.1.5 – God's glory in creation * Describe how either a psalm or a prayer they have studied praises creation.</p> <p>3.1.6 – Care for our World * Describe stewardship by making simple links between Genesis and people's actions today.</p>	<p>PROPHECY AND PROMISE – November – December</p> <p>3.2.1- The Holy Mass (penitential rite and Liturgy of the Word) * 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>3.2.2- The Holy Mass (The Liturgy of the Eucharist) * Understand what the blessed sacrament is * Understand the meaning of consecration * Recognise that Sunday is a holy day for Christians * Make simple links between the story of creation and Sunday as a day of rest * Give a simple description of how Catholics celebrate Mass</p> <p>3.2.3 – Prophecy and Promise – the Prophet Isaiah * Make links between the angel's message about Jesus and the words of the prophet Isaiah</p> <p>3.2.4 – Promise fulfilled – the Annunciation to Mary and Joseph's dream * To understand that all actions have consequences and give examples for this, with a focus on Mary's visit. * To look at some representations in art from around the world and be able to connect them to the prophecies of Christ's coming. * Be able to give reasons for my most inspirational art representation.</p> <p>3.2.5 – Advent * To understand the meaning and significance of Advent * Explain the meaning of an Advent wreath and the what each of the candles represent</p> <p>3.2.6 – The Birth of Jesus * To understand the true meaning of Christmas * Recall that angels bring God's message in the gospels of Matthew and St Luke * To complete an account of the birth of Jesus</p>
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	Assessment How are we created and why?	Assessment What is the point of mass? What is Christmas all about?
Spring	<p>GALILEE TO JERUSALEM - January – February</p> <p>3.3.1 – Visit of the Magi * To retell in any form, the visit of the Magi GD - Explain why the three wise men visited the stable and the significance of their gifts</p> <p>3.3.2 – The Kingdom of God * Show a simple understanding of what the Kingdom of God is (friends of Jesus living their lives in the way he taught us to) GD - Explain how the parable of the yeast shows what the Kingdom of God is like</p> <p>3.3.3 – Commitment to the Kingdom * Show knowledge of two parables of Jesus, making links between them to show some understanding of what the kingdom of God is like. GD -</p> <p>3.3.4 – Parable of the Sower * Retell the Parable of the Sower, making links between the parable and Jesus' message about the Kingdom of God.</p> <p>3.3.5 – Jesus works miracles * Show a simple understanding of a miracle of Jesus showing that it is a sign of the Kingdom and the compassion of Jesus</p> <p>3.3.6 – Prayer and the Our Father * Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.</p> <p>3.3.7 – St Therese of Lisieux * To know and understand about Therese's mission. * To identify ways in which Therese can inspire young people today.</p>	<p>DESERT TO GARDEN – February – March</p> <p>3.4.1 – Miracle of loaves and fish * Retell in any form the story of feeding of the 5000 * To know that this miracle helps us to understand that Jesus is truly God and truly human.</p> <p>3.4.2 – The Last Supper * To explain the link between the Last Supper and feeding the 5000 * To retell the events of Holy week and understand the importance of the Last Supper</p> <p>3.4.3 – Celebrating the Mass * To understand the various parts of the Mass</p> <p>3.4.4 – The Eucharistic Prayer * 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 united in His Body the Church.</p> <p>3.4.5 – God's Great Love * To retell the parable of the Lost Sheep and understand that God loves everyone</p> <p>3.4.6 – Sacrament of Reconciliation * To understand the significance of the sacrament of reconciliation</p>
	Assessment What is the Kingdom of God? Why do people want to belong to the Kingdom of God?	Assessment How is the Last Supper linked to the celebration of Mass? How does the parable of The Lost Sheep help us to celebrate the sacrament of reconciliation?
Summer	<p>ENDS OF THE EARTH April – May</p> <p>3.5.1 – The road to Emmaus * To compare different portrayals of the supper at Emmaus GD - Explain your reasons for your preferred choice</p>	<p>DIALOGUE AND ENCOUNTER June – July</p> <p>3.6.1 – The Hebrews in Egypt * Make links between Exodus and the account of the Last Supper in Luke.</p> <p>3.6.2 – The Exodus preparations</p>

<p>3.5.2 – Mission to the world * Make links between the scripture sources: - Emmaus Event, - Jesus appears to the Disciples and what happens at Mass</p> <p>3.5.3 – Pentecost * Be able to make links with how Catholics ask for Mary's prayers</p> <p>3.5.4 - The Early Church * Describe how people felt when they witnessed the holy spirit coming upon them GD- What would you say to Peter if you were there?</p> <p>3.5.5 - Saint Paul * Know that while we learn about the life of Jesus in the Gospels and the work of the apostles in the Acts of the Apostles, it is mainly from Paul's letters that we learn about the early Christian communities.</p> <p>3.5.6- The Mystery of God * To explain what the Holy Trinity is * To show how the holy Trinity is represented in our everyday life (sign of the cross)</p>	<p>* To know the story of Exodus and that that it is read from a book called Haggadah.</p> <p>3.6.3 – Jewish celebration of Passover * 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>3.6.4 – The Last Supper *To understand the importance of Passover within the Jewish faith * To understand the covenant Jesus made *To be able to make links between the Last supper and remembering this event during Mass</p> <p>3.6.5 – Islam * 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)</p> <p>3.6.7 – Our Christian Beliefs * Understand that faith is a gift from God * To know and understand that Jesus is truly God and truly human</p>
<p>Assessment How do we know the early Christian communities had received the Holy Spirit? Where do you / we see the Holy Spirit in our lives?</p>	<p>Assessment What is the meaning of the Exodus? How is the Exodus linked to the Last Supper?</p>

THE VINE AND THE BRANCHES
YEAR 4 Overview of the Year

<p>Autumn</p>	<p>CREATION AND COVENANT – September – October</p> <p>4.1.1 – The Call of Abraham * To understand what faith is and what it means to us *To understand the story of Abram and explain how God tested him * To express what you would find the hardest in the commands given to Abraham</p> <p>4.1.2 – God's Covenant with Abraham * To understand and explain what a covenant is *To retell the calling of Abram and explain why he changed his name * To express a point of view by writing a diary entry as Sarah</p> <p>4.1.3 – Abraham and Sarah * To understand and express how Abraham is a model of prayer * To reflect and respond to given questions on Abraham and his calling</p> <p>4.1.4 – Abraham and Isaac * To retell the story of Abraham and Isaac * To explain what we can learn from Abraham's test of faith</p> <p>4.1.5 – Joseph the teenager * To recall the story of Joseph and his brothers * Explain God's plan for Joseph * Share ways in which God helps us</p> <p>4.1.6 – Joseph and his family * To recall the story of salvation * To Explain how God brought good and joy out of sadness for Joseph * To write prayers that show trust in God on faith, hope and love</p>	<p>PROPHECY AND PROMISE – November – December</p> <p>4.2.1 – The Prophet Elijah *To understand and explain what a prophet is * To explain God's covenant with the help of Moses * To recall the ten commandments and explain what they mean and how we can use them today in our lives * To explain who Elijah was his message to King Ahab</p> <p>4.2.2 – Elijah on Mount Carmel *To recall the events of Elijah on Mount Carmel * To describe/roleplay how Jezebel felt, witnessing the events between Baal and Elijah * To suggest ways in which we ensure we remain close to God</p> <p>4.2.3 – John the Baptist * To understand and explain the meaning of pharisees and Sadducees and * To know and explain why God sent John the Baptist to prepare people for Jesus * To explain why you think God sent prophets to us</p> <p>4.2.4 – Advent * To explain the meaning and importance of Advent * To design and make an Advent calendar focusing on the real meaning of Christmas</p> <p>4.2.5- The Ancestry of Jesus * To understand the ancestry of Jesus using the Jess tree * To recognise and explain the symbols and people represented on the Jesse tree * To create your own artistic images of the Jesse Tree</p> <p>4.2.6- Joseph, Foster Father of Jesus * To recall the story of an Angel appearing to Joseph * Describe how Joseph felt after receiving the news from the Angel * Explain the ways in which Joseph had to trust God</p>
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	Assessment What does it mean to be called and Chosen?	Assessment Why is it important to know about Jesus's ancestors? How do we keep a close and loving relationship to God?
Spring	<p>GALILEE TO JERUSALEM - January – February</p> <p>4.3.1 – Jesus works miracles</p> <ul style="list-style-type: none"> * To understand what a miracle is * To explain the main purpose of Jesus's miracles * To retell a miracle Jesus worked * To understand and explain how Jesus is fully human and fully God <p>4.3.2 – Jesus and John the Baptist</p> <ul style="list-style-type: none"> * Use different miracles to find evidence to support the message Jesus sent to John the Baptist * To know and understand the 'Great Commandment' and explain what Jesus meant * To list all of the ways in which we could live this great commandment in our everyday lives <p>4.3.3. – Jesus and Peter</p> <ul style="list-style-type: none"> * To understand and explain what the word 'Christ' means * To recognise that 'taking up our cross' is looking for ways to make little sacrifices to help others in need * To make links between the belief that Jesus is the Messiah and the Nicene Creed <p>4.3.4 – Sacrament of Reconciliation</p> <ul style="list-style-type: none"> * To know and understand that the Sacrament of Reconciliation is a gift from God * To recall the seven sacraments and explain what each of them mean * To recall Pope Benedict's teaching on the sacrament of Reconciliation <p>4.3.5 – Sacrament of the Sick</p> <ul style="list-style-type: none"> * To know and understand about the sacrament of the sick * To explain what happens during the Sacrament of the sick * To retell the miracle 'Cure of a paralysed man' * To explain how Jesus helps those who are ill in mind, body and soul <p>4.3.6 – St Damien of Molokai</p>	<p>DESERT TO GARDEN – February – March</p> <p>4.4.1 – God's mercy and forgiveness</p> <ul style="list-style-type: none"> * To know, understand and retell the parable of 'the Lost Son' * To explain how the prodigal son teaches us about God's mercy and forgiveness * To recognise that forgiveness is the best way to overcome hurt feelings <p>4.4.2 – Judgement of the nations</p> <ul style="list-style-type: none"> * To retell the parable of 'The Sheep and Goats' and explain the meaning within it * To recognise that Lent is a time to live out the works of mercy * To describe ways in which we can live out the works of mercy <p>4.4.3 – Works of Mercy</p> <ul style="list-style-type: none"> * To know and understand the life and work of St Vincent de Paul * To know about the 'corporal works of mercy' * To invite members of the SVP society (from the parish) to talk about the work they do <p>4.4.4 – Journey to Jerusalem</p> <ul style="list-style-type: none"> * To understand what Holy Week is and the importance of this for Christians * To retell the story of Palm Sunday and describe how Jesus, his disciples and members of the crowd must have felt <p>4.4.5 – The Last Supper</p> <ul style="list-style-type: none"> * To retell the story of the Last Supper (Matt 26:21-24) * Respond to given questions about the Last Supper, expressing different points of view * To know, understand and explain the meaning of the new covenant * To make links between the Last Supper and receiving the sacred host in Holy Communion during Mass <p>4.4.6 – The Passion and Death of Jesus</p> <ul style="list-style-type: none"> * Sequence the events during Holy Week

	<ul style="list-style-type: none"> * To know and retell the story of St Damien of Molokai * To recognise and explain how St Damien responded to his invitation * As a class plan and carry out a class mission of 'taking up the cross' to help others 	<ul style="list-style-type: none"> * Complete a diary entry from Peter's perspective during the passion and death of Jesus
	<p>Assessment</p> <p>What does loving God and loving your neighbour look like? How does the sacrament of the sick helped to heal?</p>	<p>Assessment</p> <p>List the seven corporal works of mercy? Choose 1 corporal works of mercy and explain how you demonstrate it and why?</p>
Summer	<p>ENDS OF THE EARTH April – May</p> <p>4.5.1 – Jesus is alive</p> <ul style="list-style-type: none"> * To know, understand and retell the story of the resurrection * Recall Peter's journey of faith in Jesus * To identify links between Peter's three denials of Jesus and Jesus's three requests of Peter <p>4.5.2 – The Church is Apostolic</p> <ul style="list-style-type: none"> * To name each of the Apostles and explain their ministry after the resurrection * To know that the Apostles Creed summarises the central belief of Christians * To share the beliefs in the Apostles Creed with others * Explain how the Church is Apostolic <p>4.5.3 – The Church in the World</p> <ul style="list-style-type: none"> * To understand what 'Church' means * To complete a guided tour of our Parish Church, identifying important signs and symbols, explaining their significance * To understand and explain the importance of your Parish Church and how it needs your help * To interview local parishioners and find out more about how their role within the Church <p>4.5.4 – The Communion of Saints</p> <ul style="list-style-type: none"> * To know and understand what is meant by 'Communion of Saints' * To research a chosen saint and complete a biography about the life, work and impact of that saint. 	<p>DIALOGUE AND ENCOUNTER June – July</p> <p>4.6.1 – The Conversion of Saul</p> <ul style="list-style-type: none"> * To retell the conversion of Saul * To explain the important lesson we can learn from the conversion of Saul to Paul * To use the painting of Saul (by Pierto Cortona) to express a point of view <p>4.6.2 – Paul's Missionary Journeys</p> <ul style="list-style-type: none"> * To read and discuss 'Good news of Jesus' (John 3:16) and recognise Jesus's teachings within this <p>4.6.3 – Paul's Letters</p> <ul style="list-style-type: none"> * To know and understand why Paul wrote his letters and explain his mission * To choose a letter from St Paul and explain the meaning within it * To describe how your school could be transformed by following Paul's advice <p>4.6.4 – The Catholic Church</p> <ul style="list-style-type: none"> * To know and understand what the Universal Church shares and celebrates * To recognise the similarities and difference between the Roman Catholic Church and the Ukraine Greek Catholic Church * To learn from Ukrainian families from within the school about their practice of the faith <p>4.6.5 – The Five Pillars of Islam</p> <ul style="list-style-type: none"> * To know and understand the core beliefs of Islam * To know and understand the importance of the Qur'an to Muslims * Describe how the Islamic faith shapes the daily life of a Muslim

	<p>4.5.5 – Mary the Mother of the Church * To recall the big events in Mary's life and explain her importance within Christianity * Create artistic representations of Mary throughout her life, using inspiration from famous artists</p>	<p>4.6.6- The month of Ramadan * Explain what Ramadan is and what it means to Muslims * Describe how Muslims make a review of their life and explain what you think are the advantages to doing this</p>
	<p>Assessment Name the key beliefs in the Apostles creed How does what you believe affect your behaviour?</p>	<p>Assessment What was Paul's mission? How are you changed by Paul's advice?</p>