

OUR LADY OF LOURDES RC PRIMARY SCHOOL

PROGRESSION OF KNOWLEDGE IN RELIGIOUS EDUCATION

Big question- I can

Topic	EYFS 1 & 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic church family	Myself I can say why I am precious I can recognise that my name is important to me I can talk about how I feel when I am known and called by name. I can wonder about why my name is important I can recognise that God knows and loves each person by name.	Families I can explain who is in my family and why I have a family I can talk about my experience and feelings about the roles of people within families. I can wonder about the care given to people within families. I can recognise the stories and psalms which reveal God's love and care. I can ask and respond to questions about the difference between families. I can retell some of the psalms and something about Jesus' childhood.	Beginnings I can say who made the world and everything in it. 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 retell the story of Creation as a religious story or some phrases from the psalms. I can describe 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 I wonder about the beauty around me and God creating the world.	Homes I can compare my own and others' opinions of what makes a house a home I can make links to show how feelings and beliefs affect how I, my behaviour and that of others in relation to the give and take of living in a family. I can retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family. I can give reasons why Christians should try to love others. I can compare my own and others' ideas about what I and others wonder about how God is always with us, and realise that some questions are difficult to answer.	People I can give details about where I come from 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. I can describe and show understanding of the roots of Jesus' human family. I can describe and show understanding of what Christians believe about how God leads and guides people.	Ourselves I can reflect on the person I am I can compare my own and other people's ideas about questions of talents and qualities. I can begin to show understanding of how beliefs and values affect our 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 give reasons why Christians believe in peace. I can begin to show understanding of how the call to be holy shapes life.	Loving I can show understanding of how love can be earned. I can make links between my beliefs about love, my behaviour and how it affects others. I can compare my own and other people's ideas about questions of unconditional love. I can make links between the story of the prodigal son and the Christian's belief in God's forgiveness. I can give reasons for a Christian's love and care. I can describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them.

	Welcome	Belonging	Signs & symbols	Promises	Called	Life choices	Vocation & commitment
	I can listen and talk about why welcome is important I can talk about my own experiences and feelings of being welcomed. I can say what I wonder about how to make others feel welcome. I can recognise some religious signs and symbols used in Baptism. I can recognise and use some religious words and phrases from the Baptismal Rite.	I can recognize what it means to belong. I can ask and respond to questions about my own and others experiences of belonging to different groups. I can ask questions about what I and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer. I can use religious words and phrases to begin to describe some actions and symbols used in a Baptism ritual such as pouring of water, anointing with oil, lighting the baptismal candle etc.	I can recognize why signs and symbols are important 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 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.	I can describe why we make promises I can make links between their actions and the promises made. 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 retell the story of the Baptism of Jesus. I can give reasons how and why Christians live as followers of the Light of Christ.	I can describe what it means to be called and chosen I can ask and respond to questions about being chosen. I can ask questions about what I and others wonder about the reason for responses to being chosen. I can retell some special stories about religious events and people such as David and/ or the call of the apostles. I can use religious words and phrases to describe what it means to be called. I can describe 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 show knowledge and understanding of why commitment is important 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.	I can show understanding and make links for different commitments in life 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 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. I can engage and respond to questions of life in the light of religious teaching.

	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
	I can listen and talk about birthdays 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 wonder at the joy of birthdays. I can recognise the Nativity story. I can recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. I can begin to use and develop a vocabulary of religious words and phrases.	I can ask and respond to questions about waiting I can talk about my experience and feelings about waiting. I can wonder about waiting. I can recognise that Advent is a time of waiting to celebrate Jesus at Christmas. 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	I can talk about why we need to prepare 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 they 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 retell 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 my life.	I can describe and make links about why visitors may or may not be welcome I can make links to show how feelings and beliefs affect how I prepare for and receive visitors. I can make links between the Scripture I have explored and Advent as a season of getting ready for the 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.	I can describe what is special about Gifts 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 begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer. I can retell the story of the birth of Jesus and the visit of the Wise Men. 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 vocabulary to give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.	I can show understanding of what it means to live in hope I can begin to show understanding of how my own and others' decisions about how we 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 their 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	I can express why we have expectations in life I can show an understanding of how my own and others' decisions concerning expectations are informed by beliefs and values. I can engage with and respond to questions about expectation in the light of religious teaching. 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.

						about the coming of Christ in the light of what they have learnt from scripture and Church teaching.	
Local church community	Celebrating I can answer questions about what and why do people celebrate I can talk about my own experiences and feelings about celebrations I have been part of and how the celebration was shared. I can wonder about why people celebrate. I can wonder about how I feel when I celebrate. I can recognise the story of Mary and Joseph taking Jesus to the Temple. I can recognise some of the elements and words used in Church celebrations. I can recognise that the church/parish family celebrate in particular ways	Special people I can talk about what makes a person special I can talk about my experience and feelings about the special people I know or have heard about. I can say what they wonder about the help special people give them. I can recognise some stories about Jesus' life. I can recognise how everyone helps each other because they belong to the parish family.	Books I can describe why we need books I can talk about my experience and feelings about the different books that are used at home and school. I can say what I wonder about the importance of books in my life. I can recognise that the Bible is a special book and name some of the stories in the Bible. I can recognise and name some of the special books used in church and the people who use them.	Journeys I can make connections between life and journey I can retell some of the stories of the Mysteries of the Rosary or the special feasts of the year. 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 make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. I can compare their own and others' ideas about difficult questions concerning how people deal with sad or difficult events on their journey.	Community I can describe what makes 'community' I can retell the story of the call of the apostles. I can describe some of the advice St. Paul gives us about being loving members of a community. I can use religious words and phrases to describe the actions and symbols within a funeral Mass. I can describe some ways in which some people serve their parish community.	Mission I can express my view about having a mission in life I can make links to show how inspirational leaders affect my behaviour and that of others. I can compare my own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer. I can make links between how Jesus undertook his mission to share the good news and how each diocese continues that mission and work today. I can give reasons why people carry out Jesus' mission in different ways through what they say and do.	Sources I can express my view and give reasons why books are enriching I can describe and show 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 engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching. I can show how my own and others' decisions are informed by beliefs and values which may be influenced by what I have read.

Eucharist relating	Gathering	Meals	Thanksgiving	Listening & sharing	Giving & receiving	Memorial sacrifice	Unity
	I can listen and talk about why people gather together I can talk about the times I have gathered together with others. I can begin to talk about how they felt. I can say what they wonder about the enjoyment of being together. I can recognise the story of Jesus with the children as a religious story. I can recognise the phrases "The Lord be with you." "And with your spirit." I can recognise the Lectern and know how it is used. I can recognise how at Mass people gather to share the stories of God's love. I can talk about my experience of visiting church and listening to God's word.	I can describe what makes some meals special I can ask and respond to questions about meals which are special to me. I can retell the story of Jesus' special meal, The Last Supper. I can use religious words to say what happens at Communion at Mass.	I can ask and respond to questions about why people should be grateful I can ask and respond to questions about how I and others feel when receiving and giving thanks. I can retell 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 express and make links about listening and sharing I can make links to show how feelings and beliefs affect my own and others' desire to listen and to share. I can compare my own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer. I can use a developing religious vocabulary to 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.	I can express a preference for what's more important - giving or 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 compare my own and other people's ideas about questions of giving and receiving that are difficult to answer. I can begin to show understanding of how my own and others' decisions about giving and receiving are informed by beliefs and values. I can make links between scripture and an understanding of the Eucharist. I can use a developing religious vocabulary to 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. I can compare my own and other people's ideas about questions related to the Communion Rite.	I can arrive at judgements to explain why we need memories I can show understanding of how my 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.	I can show knowledge and understanding of why we are happiest when we are united I can show how their 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 terms to 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.

Lent/Easter giving	Growing	Change	Opportunities	Giving all	Self discipline	Sacrifice	Death & new life
	I can answer questions about how and why things grow I can talk about my own experience of 'growing'. I can talk about how I feel about 'growing'. I can begin to say what I wonder about growing, myself and in nature. I can begin to recognise the stories of Good Friday and Easter Sunday as religious stories. I can recognise the Cross, the words of the Sign of the Cross and the Easter garden. I can begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.	I can ask and respond to questions about how and why things 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 retell the stories of Palm Sunday, Good Friday and Easter Sunday. I can use religious words and phrases to describe some religious actions and symbols of Ash Wednesday, Lent and Easter Sunday. I can describe how Christians choose to use the opportunity of Lent to change.	I can ask wondering questions about how each day offers opportunities for good 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 retell the 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.	I can make links to describe what makes some people give everything for other people 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 questions about the courageousness of giving and realise that some questions are difficult to answer. I can retell some of the stories of Holy Week and the Resurrection. I can use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week. I can to describe some ways in which Christians use the time of Lent to give to others.	I can express my view about the importance of self-discipline I can make links to show how feeling and beliefs affect my self-discipline and that of others. I can compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer. I can make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. I can use a developing religious vocabulary to 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.	I can express my view point and give reasons for why we need to make sacrifices I can make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. 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 make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. I can use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil. I can give reasons why Christians make sacrifices during Lent. 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,	I can compare my view with others' views about the question 'Can any good come out of loss and death?' I can make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. I can compare my own and other people's ideas about questions concerning loss and death which are difficult to answer. I can make links between Scripture and belief in the Resurrection of Jesus. I can use a developing vocabulary to 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 my 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

						ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.	The Easter Vigil in the Holy Night; making links between them.
--	--	--	--	--	--	---	--

Pentecost serving	Good News	Holidays & holydays	Spread the word	Energy	New life	Transformation	Witnesses
	I can represent my ideas to show what good news is Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings. Some children will begin to talk about how they feel when they hear Good News. Some children will begin to say what they wonder about Pentecost Day and the Holy Spirit. Some children will begin to recognise the Pentecost story as a religious story. Some children will begin to use and recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. Some children will begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News.	I can describe why we need holidays and holydays Some children will be able to talk about their experience and feelings about holidays. Some children will be able to ask and respond to questions about the difference between ordinary days and holidays and why we have them. Some children will be able to retell the story of the coming of the Holy Spirit at Pentecost. Some children will be able to describe the ways in which the Holy Spirit is a helper and guide.	I can talk about my feelings of why we should spread Good News Some children will be able to talk about their own experience and feelings of both passing and receiving messages. Some children will be able to say what they wonder about the importance and responsibility of passing on messages in daily life. Some children will be able to recognise the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories. Some children will be able to recognise how the disciples changed through the power of the Holy Spirit. Some children will be able to recognise how the Holy Spirit helps Christians in their lives. Some children will be able to say about what they wonder about Jesus' new life and the coming of the Holy Spirit.	I can ask and respond to questions about energy use Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Some children will be able to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. Some children will be able to retell the story of the Ascension and the coming of the Holy Spirit at Pentecost. Some children will be able to use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. Some children will be able to describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit.	I can describe and make links about what's so important about new life Some children will be able to ask and respond to questions about their own and others' experiences of good news bringing life. Some children will be able to ask questions about what they and others wonder about how good news brings life and happiness. Some children will be able to retell some special stories about the religious events and people connected with Pentecost. Some children will be able to use religious words and phrases to describe the events of Pentecost. Some children will be able to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit.	I can show understanding of how energy can transform Some children will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses. Some children will be able to give reasons for the actions of Cleopas on the road to Emmaus. Some children will be able to use a developing religious vocabulary to give reasons for religious actions and symbols connected with Pentecost. Some children will be able to give reasons for certain actions of Christians inspired by the Holy Spirit. Some children will be able to make links between scripture and God's gift of the Holy Spirit and forgiveness.	I can arrive at a judgement to explain what I want to witness to in my life Some children will be able to show how understanding of belief in the power of the Holy Spirit shapes lives. Some children will be able to describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them. Some children will be able to engage and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ. Some children will be able to show how their own and others' decisions about witnessing are informed by beliefs and values

Reconciliation Inter-relating	Friends I can talk about why it is good to have friends? I can talk about my experiences and feelings about what a friend is. I can talk about making friends and when friendships go wrong. I can begin to wonder about what makes people friends. I can recognise that Christians show love for one another because Jesus asked them to do so. I can recognise Jesus' rule for friends and his words 'love one another'.	Being sorry I can recognize and describe why we should be sorry I can ask and respond to questions about the consequences that choices have on others and myself. 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. I can use religious words like 'forgiveness' and 'be sorry' when they or others have made wrong choices. I can describe ways in which people say sorry and forgive each other because they follow Jesus.	Rules I can recognize why we need 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 recognise the story of Peter asking Jesus about forgiveness as a religious story 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.	Choices I can describe what helps me to choose well I can ask and respond to questions about my own and others' experiences of making choices. I can ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. I can retell the stories of the Two Sons and the Prodigal Son. 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 to write or say a sorry prayer. I can describe some ways in which followers of Jesus live.	Building bridges I can make links to describe why bridge-builders are important in life 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 ask questions about what they and other wonder about how friendships may be restored. I can use a developing religious vocabulary to describe some religious actions and symbols used in the Sacrament of Reconciliation. I can use religious words and phrases to give reasons for some religious actions and symbols used in the Sacrament of Reconciliation.	Freedom & responsibility I can use sources to support my view about rules bringing freedom I can make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. 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 make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings. I can give reasons why believers choose to live by God's laws. I can make links to show how feelings and beliefs in the laws God has given us affect my behaviour and that of others.	Healing I can show understanding of those who need healing 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 use religious terms to 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.
---	---	--	---	--	---	--	---

	Our world I can answer questions about what makes our world so wonderful I can recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!" I can say what I wonder about the world and how we can all work together to care for the world and will be able to talk about my own experiences of the world and what I love about our world	Neighbours I can describe who my neighbor is I can talk about my experience and feelings about neighbours and be able to say what I wonder about neighbours both locally and globally. I can recognise that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. I can ask and respond to questions about their own and others' experiences and feelings about neighbours. I can retell special stories about Jesus and his friends and describe some ways in which religion is lived out by believers.	Treasures I can describe how the world is a treasure I can ask and respond to questions about my own and others' experiences of and feelings about what we treasure. I can ask questions about what I and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. I can retell some special stories about creation and the treasures of God's world and be able to describe some ways in which religion is lived out by believers in the way they treasure God's world.	Special places I can describe what makes a place special I can ask and respond to questions about my own and others' experiences of and feelings about special places and ask questions about what I and others wonder about special places and realise that some of these questions are difficult to answer. I can retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship I can make links to show how feelings and beliefs about special places affect their behaviour and that of others and compare their own and others' ideas about questions relating to why some places are special that are difficult to answer. I can use a developing religious vocabulary to give reasons why Christians go on pilgrimage and be able to give reasons why Christians should care about the world.	God's people I can make links and describe why some people do extraordinary things I can ask and respond to questions about my own and others' experiences and feelings of ordinary people doing extraordinary things and be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. I can retell some special stories about religious events and people who show what God is like and will be able to describe some ways in which religion is lived out by different saints. I can give reasons for certain actions by those people they have studied and be able to make links between Scripture and the action and beliefs of followers of God's way. I can make links to show how feelings and beliefs affect my behaviour and that of others and compare my own and other people's ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer.	Stewardship I can show knowledge and understanding of how I can be a steward of creation I can give reasons why Christians are concerned about the stewardship of creation and make links between scripture and the belief of caring for Creation. I can show how my own and others' decisions about how I care for the earth are informed by beliefs and values and be able to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. I can show understanding of how religious belief shapes life in relation to stewardship of creation and engage with and respond to questions of about care of creation in the light of religious teaching.	Common good I can show understanding of, by making links of how we can work together to build a just and fair world I can make links between Micah, Matthew 25, the Beatitudes and beliefs and give reasons for certain actions by believers, in working for justice and the common good. I can show how their own and other's decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. I can show understanding of how religious belief in justice and of the common good of all shapes life and be able to engage with and respond to big questions around justice and the common good in the light of religious teaching. I can explain what beliefs and values inspire and influence them and others to act justly and fairly and be able to identify sources of religious belief and explain how religious beliefs including Catholic
--	--	--	--	--	--	--	---

					I can show how my own and others' decisions about actions in life are informed by beliefs and values and describe and show an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them. I can show understanding of how religious belief has shaped the way some people live out their lives.		Social Teaching about the common good arise. I can demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.
Judaism	I can talk about special celebrations I can represent my own ideas about Hanukkah and the story of oil lamp in the temple.	I can retell the story of the family of Abraham I can recognize the key figure Moses I can describe how God led the Jewish people	I can describe Shabbat as God's special day I can say why Saturday is special I can describe Shabbat Blessings I can make Challah bread I can describe how Shabbat ends	I can compare the Christian places of worship with a synagogue I can describe artefacts used in the synagogue I can describe how the Jewish people join as a community	I can talk about the importance of books I can describe what the Torah is I can describe what happens at a Bar or Bat Mitzvah	I can show understanding and knowledge of the beliefs and festival – Passover/Pesach I can make links with the Story of Exodus I can show understanding of the belief in one God – The Shema	I can describe what happens at Rosh Hashanah I can show understanding that Yom Kippur' means 'day of atonement'