



RE Medium Term Plan 2023~2024



| Year 1 | Knowledge | Skills |
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| Autumn Families | Children will know: <ul style="list-style-type: none">the stories and psalms which reveal God's love and care;about Jesus' childhood; | Children will be able to: <ul style="list-style-type: none">talk about their experience and feelings about the roles of people within families;talk about the care given to people within families;use appropriate religious vocabulary to describe the meaning of psalms;retell some of the psalms |
| Autumn Belonging | Children will know: <ul style="list-style-type: none">about their own experiences and feelings about belonging to different groups;the meaning of the term 'belonging' and what it means to 'belong';about Baptism and becoming a Christian; | Children will be able to: <ul style="list-style-type: none">recognise and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...'recognise that Baptism is the beginning of life in the Church family;recall 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; |
| Autumn Judaism | Children will know: <ul style="list-style-type: none">that God promised and led his people to freedom;about Moses and Abraham as important Jewish figures; | Children will be able to: <ul style="list-style-type: none">talk about will be able to talk about different holy men in the Old Testament;talk about how the people trusted God;talk about how these people are special to the Jewish people |
| Autumn Waiting | Children will know: <ul style="list-style-type: none">that Advent is a time of waiting to celebrate Jesus at Christmas;about the Advent wreath, calendar, the colour purple and the crib as religious signs and symbols;the Christmas story | Children will be able to: <ul style="list-style-type: none">talk about their experience and feelings about waiting;say what they wonder about waiting;use some religious words and phrases about Advent and waiting;retell the Christmas story; |
| Spring Special People | Children will know: <ul style="list-style-type: none">some stories about Jesus' life;information to help them to retell stories about Jesus's life;that we leave mass in peace; | Children will be able to: <ul style="list-style-type: none">talk about their experience and feelings about special people;say what they wonder about the help special people give them;ask and respond to questions about what makes a person special; |
| Spring Meals | Children will know: <ul style="list-style-type: none">the story of Jesus' special meal at the Last Supper;who was with Jesus at his Last Supper; | Children will be able to: <ul style="list-style-type: none">say what they wonder about why people share special meals;ask and respond to questions about meals which are special to them; |



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| | <ul style="list-style-type: none">the religious words for the communion part of the mass; | |
| Spring Change | <p>Children will know:</p> <ul style="list-style-type: none">the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories and retell them;about some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday;how we experience change in the period of Lent; | <p>Children will be able to:</p> <ul style="list-style-type: none">use religious vocabulary related to Lent and Easter;talk about their experience of change and the difficulties associated with change;use the religious symbols related to Easter |
| Summer Holidays and Holydays | <p>Children will know:</p> <ul style="list-style-type: none">retell in simple words the story of Pentecost;begin to know the symbols of Pentecost;the difference between an ordinary day and a holiday; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about their experiences and feelings about holidays;talk about what makes a holiday a happy timedescribe the ways in which the Holy Spirit is a helper and guide; |
| Summer Islam | <p>Children will know:</p> <ul style="list-style-type: none">that Mohammed is a prophet who is special to Muslims;Mohammed preached about kindness and respect; | <p>Children will be able to -</p> <ul style="list-style-type: none">talk about different aspects of Islam;talk about how stories bring us together;explore the stories of Islam;recall stories of Mohammed; |
| Summer Being Sorry | <p>Children will know:</p> <ul style="list-style-type: none">the story of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories;that we say sorry when we make wrong choices;ways in which people say and show that they are sorry for the choices they have made; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about their experiences and feelings about making choices; and the impact on others;discuss their thought concerning making choices;use some religious words like 'being sorry' and 'forgive' when they or others have made wrong choices; |
| Summer Journey in Love: We meet God in our families | <p>Children will know:</p> <ul style="list-style-type: none">the different body parts including genitalia;about keeping their body parts private;God loves and cares for us; | <p>Children will be able to:</p> <ul style="list-style-type: none">identify body parts;talk about being part of a family and how they are cared for;talk about the ways that God loves and cares for us; |



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| Year 2 | Knowledge | Skills |
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| Autumn Beginnings | Children will know: <ul style="list-style-type: none">the story of Creation as a religious story;that people are kind and loving because God made them;what a psalm is; | Children will be able to: <ul style="list-style-type: none">recognise and use some religious words and phrases about different types of prayer;say and ask questions about the beauty around them and God creating the world;describe how people are kind and loving because God made them;retell the story of Creation. |
| Autumn Signs and Symbols | Children will know: <ul style="list-style-type: none">signs and symbols used in life;religious words and phrases used in the Sacrament of Baptism;that Christians act in a particular way because they are members of the Church family; | Children will be able to: <ul style="list-style-type: none">talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them;ask and respond to questions about the reasons for the importance of certain symbols in their life;use religious words and phrases to describe some actions and symbols used in Baptism; |
| Autumn Judaism | Children will know: <ul style="list-style-type: none">the Sabbath is celebrated in Judaism on Saturday;that the Sabbath is known as Shabbat;that a special meal is celebrated on Shabbat; | Children will be able to: <ul style="list-style-type: none">use the different vocabulary for the Shabbat meal;create a Challah bread;sing Shabbat blessings; |
| Autumn Preparations | Children will know - <ul style="list-style-type: none">some religious signs and symbols connected with the liturgical season of Advent;that Christians, through their actions follow Jesus as the Light of the World;stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events; | Children will be able to:- <ul style="list-style-type: none">ask and respond to questions about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer;ask and respond to (their own and others) experiences and feelings, about how important it is to prepare well and what happens if there is no preparation;use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent; |
| Spring Books | Children will know: <ul style="list-style-type: none">that the Bible is a special bookthe names of some of the special books used in church | Children will be able to: <ul style="list-style-type: none">talk about their experience and feelings of books that are at home and school;use religious words and phrases to describe the actions and |



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| | <p>and the people who use them;</p> <ul style="list-style-type: none">the story of the Baptism of Jesus. | <p>symbols related to proclaiming the Gospel;</p> <ul style="list-style-type: none">describe how the Gospels are used by the parish family;name some of the stories in the Bible;retell the story of the Baptism of Jesus. |
| Spring Thanksgiving | <p>Children will know:</p> <ul style="list-style-type: none">the story of the Last Supper;signs and symbols, different words and phrases used in the Eucharist (at Mass) to give thanks;that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to questions about how they and others feel when receiving and giving thanks;use words and phrases to describe some religious signs and symbols used in the Eucharist;use words and phrases to describe the steps involved in the Eucharist (Mass) showing how Catholics give thanks to God;retell the story of the Last Supper. |
| Spring Opportunities | <p>Children will know:</p> <ul style="list-style-type: none">some religious stories connected with Lent, Holy Week and Easter;some religious signs and symbols associated with Lent, Holy Week and Easter;that some Christians use the time of Lent as an opportunity to choose to do good; | <p>Children will be able to:</p> <ul style="list-style-type: none">use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week;describe some ways in which Christians use the time of Lent, to find ways of helping others; |
| Summer Spread the Word | <p>Children will know:</p> <ul style="list-style-type: none">the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories;how the disciples changed through the power of the Holy Spirit;how the Holy Spirit helps Christians in their lives; | <p>Children will be able to:</p> <ul style="list-style-type: none">discuss Jesus' new life and the coming of the Holy Spirit;describe ways in which Christians spread the word of the Good News of Jesus in their lives;describe the different ways we can spread messages and the difficulties we may face in doing so; |
| Summer Rules | <p>Children will know:</p> <ul style="list-style-type: none">the story of Peter asking Jesus about forgiveness as a religious story;some religious words and signs that Christians use to express sorrow and forgiveness; | <p>Children will be able to:</p> <ul style="list-style-type: none">use religious words and phrases to describe the examination of conscience;describe some aspects of the Sacrament of Reconciliation; |



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| | <ul style="list-style-type: none">that people say sorry and ask forgiveness because they are followers of Jesus; | <ul style="list-style-type: none">describe how Christians try to practise Jesus' commandment of love, peace and reconciliation; |
| Summer Islam | <p>Children will know:</p> <ul style="list-style-type: none">that prayer is very important to Muslims;that prayer is celebrated in the home;what it means to be part of a Muslim family; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about the way a baby is welcomed into a Muslim family and the difference to how Christians welcome a baby into God's family;discuss how Muslims show respect in their prayers;talk about the differences between how Muslims and Christians pray; |
| Summer Treasures | <p>Children will know:</p> <ul style="list-style-type: none">special stories about creation and the treasures of God's world and some ways in which religion is lived out by believers in the way they treasure God's world;some links between religious stories about creation/treasuring our world and beliefs; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about their own experiences and feelings about the treasures they see or have and be able to discuss treasures they see or have;ask and respond to questions about their own and others' experiences of and feelings about what we treasure;ask questions about what they and others think about the treasures of our world and realise that some of these questions are difficult to answer;give reasons for certain actions by believers in relation to treasuring God's world;make links between how they feel about their treasure and how that might affect their behaviour and that of others; |
| Summer Journey in Love: We meet God's love in the community | <p>Children will know:</p> <ul style="list-style-type: none">that they are part of a community;how to be safe in our community;what we could do in our community to enrich it; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about being safe on the internet;talk about the joys of being in a community;talk about how we should treat each other equally; |



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| Year 3 | Knowledge | Skills |
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| Autumn Homes | Children will know: <ul style="list-style-type: none">• advice offered by Paul in his letters about living together as a family and the life of the Holy Family;• ways Christians live as people chosen by God; | Children will be able to: <ul style="list-style-type: none">• ask questions about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer;• compare their own and others' ideas about what they and others wonder about how God is always with us, and realise that some questions are difficult to answer;• recognise links between scripture and their own life experiences;• make links between some scripture they have studied and the belief that God can make a difference in everyday life through God's unchanging love; |
| Autumn Promises | Children will know: <ul style="list-style-type: none">• the story of the Baptism of Jesus;• reasons how and why Christians live as followers of the Light of Christ; | Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about promises;• ask questions about what they and others wonder about why people make promises;• make links between their actions and the promises made;• retell the story of the Baptism of Jesus;• describe the actions and symbols used at Baptism using a developing religious vocabulary; |
| Autumn Judaism | Children will know: <ul style="list-style-type: none">• that the synagogue is the place of worship;• the different parts of the synagogue;• what happens at a synagogue; | Children will be able to: <ul style="list-style-type: none">• use different vocabulary related to Judaism;• label the parts of the synagogue;• talk about how a synagogue is place of community; |
| Autumn Visitors | Children will know: <ul style="list-style-type: none">• the stories of the events surrounding the birth of Jesus;• how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus; | Children will be able to - <ul style="list-style-type: none">• respond to questions about their own and others' experiences and feelings about visitors;• ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer;• reflect on some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus;• make links to show how feelings and beliefs affect how they prepare for and receive visitors; |



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| Spring Journeys | <p>Children will know:</p> <ul style="list-style-type: none">• some of the stories of the Mysteries of the Rosary or the special feasts of the year; | <p>Children will be able to:</p> <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season;• use a developing religious vocabulary to begin to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used;• children will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing;• make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them; |
| Spring Listening and Sharing | <p>Children will know:</p> <ul style="list-style-type: none">• religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist;• ways in which Christians share God's love with others; | <p>Children will be able to -</p> <ul style="list-style-type: none">• recite the Gloria with accuracy• compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer• start to recognise different parts of the mass;• make links to show how feelings and beliefs affect their own and others' desire to listen and to share; |
| Spring Giving All | <p>Children will know:</p> <ul style="list-style-type: none">• some of the stories of Holy Week and the Resurrection;• religious words and phrases to describe the religious actions and symbols of Lent and Holy Week;• some ways in which Christians use the time of Lent to give to others; | <p>Children will be able to:</p> <ul style="list-style-type: none">• ask and respond to questions of their own and others' experience and feelings of how people give themselves for others;• ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer;• begin to make links between the scripture and what Christians believe about how they should act; |
| Summer Energy | <p>Children will know:</p> <ul style="list-style-type: none">• the story of the Ascension and the coming of the Holy Spirit at Pentecost;• reasons for the love Christians show because they are inspired by the Holy Spirit; | <p>Children will be able to:</p> <ul style="list-style-type: none">• 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;• compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire;• ask questions about the gifts of the Holy Spirit;• make links between the Pentecost story and Christian belief in the power of the Holy Spirit; |



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| Summer Choices | <p>Children will know:</p> <ul style="list-style-type: none">the stories of the Two Sons and the Prodigal Son;religious words and phrases to describe saying sorry and asking for forgiveness; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to questions about their own and others' experiences of making choices;ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult;make links between religious stories and the belief in a loving and forgiving God; |
| Summer Islam | <p>Children will know:</p> <ul style="list-style-type: none">that the place of worship for Muslims is called a mosque;what worship in a mosque includes;the mosque is a place of community; | <p>Children will be able to:</p> <ul style="list-style-type: none">label the parts of the mosquecompare what happens in a mosque to a churchtalk about the importance of learning the Quran; |
| Summer Special Places | <p>Children will know:</p> <ul style="list-style-type: none">stories about special places for Jesus;religious vocabulary to give reasons why Christians go on pilgrimage; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to questions about their own and others' experiences of and feelings about special places;ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer;compare their own and others' ideas about questions relating to why some places are special;describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship;make links to show how feelings and beliefs about special places affect their behaviour and that of others;give reasons why Christians should care about the world; |
| Summer Journey in Love: How we live in Love | <p>Children will know:</p> <ul style="list-style-type: none">what creates a positive friendship;what strategies to us to mend friendship;the qualities of friendship; | <p>Children will be able to:</p> <ul style="list-style-type: none">talk about the joys and sorrows of friendship;talk about how we can resolve friendship difficulties;talk about the meaning of Reconciliation; |



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| Year 4 | Knowledge | Skills |
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| Autumn People | Children will know: <ul style="list-style-type: none">• some of the stories from scripture about Jesus' family;• the origins of Jesus' family tree;• some ways in which characters in the Bible lived out their lives; | Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings about tracking back family trees;• ask questions about what they and others think about family trees;• compare their own and others' ideas about the questions that family trees raise and are difficult to answer;• show an understanding of what Christians believe about how God leads and guides people; |
| Autumn Called | Children will know: <ul style="list-style-type: none">• some special stories about religious events and people such as David and/or the call of the apostles;• religious words and phrases to describe what it means to be called; | Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about being chosen;• ask questions about what they and others wonder about the reason for responses to being chosen;• use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation;• make links between scripture and the call to holiness; |
| Autumn Judaism | Children will know: <ul style="list-style-type: none">• that the holy book for Jewish people is the Torah;• how the Torah is treated;• about Bar and Bat Mitzvah and the impact it has on the children's life; | Children will be able to: <ul style="list-style-type: none">• talk about the difference between how the Torah and the Bible is treated;• create their own Aramaic writing;• talk about Bar and Bat Mitzvah are ways of celebrating moving from childhood to adulthood and create a card to celebrate; |
| Autumn Gifts | Children will know: <ul style="list-style-type: none">• the story of the birth of Jesus and the visit of the Wise Men;• a developing religious vocabulary to give reasons for the actions and symbols; connected with the liturgical season of Advent and Christmas; | Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about what is important in friendship;• ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer;• 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;• make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah; |



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| Spring Community | <p>Children will know:</p> <ul style="list-style-type: none">the story of the call of the apostles;some of the advice St; Paul gives us about being loving members of a community; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to questions about their own and others' experiences of being part of a community;ask questions about what they and other think about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer;use religious words and phrases to describe the actions and symbols within a funeral Mass;make links between the call of the apostles and God's call to people to serve him today; |
| Spring Giving and Receiving | <p>Children will know:</p> <ul style="list-style-type: none">what happens during the Introductory Rite;what a person might do if they follow Jesus' advice;religious vocabulary to give reasons for religious actions and symbols used in the celebration of the Eucharist; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to their own and others' experiences and feelings about giving and receiving;ask questions about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answerdescribe ways in which peace is lived out by believers; |
| Spring Self- discipline | <p>Children will know:</p> <ul style="list-style-type: none">some of the religious stories of Holy Thursday, Good Friday and Easter;some ways in which Christians try to be self-disciplined in Lent; | <p>Children will be able to:</p> <ul style="list-style-type: none">ask and respond to questions about their own and others' experiences of being self-disciplined;ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer;talk about the liturgy of Easter;use religious vocabulary to describe some religious actions and symbols of Lent and Holy Week and give reasons;make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs; |
| Summer New Life | <p>Children will know:</p> <ul style="list-style-type: none">some special stories about the religious events and people connected with Pentecost;reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul; | <p>Children will be able to:</p> <ul style="list-style-type: none">respond to questions about their own and others' experiences of good news bringing life;ask questions about what they and others wonder about how good news brings life and happiness;use religious words and phrases to describe the events of Pentecost; |



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| | | <ul style="list-style-type: none">• make links between the Pentecost story and the Christian belief in new life of the Easter message through the power of the Holy Spirit; |
| Summer Building Bridges | <p>Children will know:</p> <ul style="list-style-type: none">• religious words and phrases to give reasons for some religious actions and symbols used in the Sacrament of Reconciliation; | <p>Children will be able to:</p> <ul style="list-style-type: none">• ask and respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship;• ask questions about what they and others wonder about how friendships may be restored;• use a developing religious vocabulary to describe some religious actions and symbols used in the Sacrament of Reconciliation;• make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendships; |
| Summer Islam | <p>Children will know:</p> <ul style="list-style-type: none">• that the Qur'an is the holy book for the Muslims;• the importance of the Qu'ran;• there are 99 names for Allah;• how religious belief has shaped the way some people live out their lives; | <p>Children will be able to:</p> <ul style="list-style-type: none">• compare the differences between the way the Qur'an and the Bible are treated;• discuss what some of the words of the Qu'ran means;• talk about which names for Allah they like and why some of these questions are difficult to answer; |
| Summer God's People | <p>Children will know -</p> <ul style="list-style-type: none">• some special stories about religious events and people who show what God is like;• reasons for certain actions by those people they have studied;• about how people's lives are shaped by God; | <p>Children will be able to -</p> <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things;• ask questions about what they and others think about ordinary people doing extraordinary things;• describe some ways in which religion is lived out by different saints;• make links between Scripture and the action and beliefs of followers of God's people; |
| Summer Journey in Love: God loves us in our difference | <p>Children will know:</p> <ul style="list-style-type: none">• that we should all be respected and accepted;• that we should make links with the community we are in;• that we are all unique, made by God; | <p>Children will be able to:</p> <ul style="list-style-type: none">• talk about who we go into our community for help;• talk about how we can put the 'Golden Rule' into our lives;• talk about how we can use and share our gifts with others; |



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| Year 5 | Knowledge | Skills |
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| Autumn Ourselves | Children will know: <ul style="list-style-type: none">• how beliefs and values affect our love and care of each other;• how the call to be holy shapes life;• scripture and the belief of caring for Creation; | Children will be able to - <ul style="list-style-type: none">• ask questions about the joys and sorrows of talents and qualities;• describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God;• recognise how some people are called to holiness;• make links between their beliefs about talents and qualities and how they use them and how it affects others; |
| Autumn Life Choices | Children will know: <ul style="list-style-type: none">• a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of Marriage;• reasons for the love and service shown by Christians; | Children will be able to: <ul style="list-style-type: none">• use religious terms to begin to show an understanding of the marriage liturgy and the Promises made;• 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;• to show understanding of how religious belief shapes the lives of those who are involved in the community as volunteers;• links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life; |
| Autumn Judaism: Festivals | Children will know: <ul style="list-style-type: none">• that the festival of Pesach celebrate the Exodus from Egypt;• the meal is called the Passover;• what happens in the celebration;• the Shema is a special prayer for Jews; | Children will be able to: <ul style="list-style-type: none">• talk about what it meant for the Israelites leaving Egypt and their trust in God;• talk about the signs and symbols of Passover;• create their own version of the Shema; |
| Autumn Hope | Children will know: <ul style="list-style-type: none">• how Christians today hope to welcome Christ at Christmas and at the second coming;• how belief in the coming of Christ shapes the lives of Christians, by encouraging | Children will be able to: <ul style="list-style-type: none">• use developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent;• give reasons why Christians show love and service as they |



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| | <p>them to love and serve others;</p> <ul style="list-style-type: none"> • 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; | <p>wait hopefully for the coming of Christ;</p> <ul style="list-style-type: none"> • 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; • make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; |
| Spring Mission | <p>Children will know:</p> <ul style="list-style-type: none"> • how inspirational leaders affect their behaviour and that of others; • that mission and work today; • how dioceses and different Christian communities continue to carry out the work and mission of Jesus; | <p>Children will be able to:</p> <ul style="list-style-type: none"> • compare their 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 • engage and respond to questions of how religious teaching affects life and work within a community and diocese; • give reasons why people carry out Jesus' mission in different ways through what they say and do; • make links between this and what they have read in scripture; • links between how Jesus undertook his mission to share the good news and how each diocese continues. |
| Spring Memorial Sacrifice | <p>Children will know:</p> <ul style="list-style-type: none"> • religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist; • scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist; • how belief in the sacrifice of Jesus shapes the lives of Christians; | <p>Children will be able to:</p> <ul style="list-style-type: none"> • compare their 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; • give reasons for why believers follow the example of Jesus in his life of sacrifice; • engage with and respond to questions of life choices in the light of religious teaching about sacrifice; • make links between scripture, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist; |
| Spring | Children will know: | Children will be able to: |



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| Sacrifice | <ul style="list-style-type: none">• how feelings and beliefs affect giving and refusing to give and appreciating the cost of giving;• scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent;• a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection; | <ul style="list-style-type: none">• compare their 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;• use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil and have an understanding of the liturgies;• engage with and respond to questions about sacrifice in the light of religious teaching; |
| Summer Transformation | <p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about the use of transforming energy affects their behaviour and that of others;• religious vocabulary to give reasons for religious actions and symbols connected with Pentecost; | <p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses;• 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;• describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them;• make links between scripture and God's gift of the Holy Spirit and forgiveness; |
| Summer Freedom and Responsibility | <p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others;• 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;• how feelings and beliefs in the laws God has given us affect their behaviour and that of others; | <p>Children will be able to:</p> <ul style="list-style-type: none">• compare their 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;• 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;• 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 |



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| | | laws and are contrite we can be reconciled with God and with others; |
| Summer Islam | Children will know: <ul style="list-style-type: none">• that Ramadan is a special time for Muslims and is a time of fasting;• how Eid ul Fitr is celebrated;• that Muslims go on pilgrimage to Makkah; | Children will be able to: <ul style="list-style-type: none">• talk about comparing the fasting in Ramadan to fasting in Lent;• talk about Eid ul Fitr and how this makes Muslims feel;• discuss the signs and symbols of Muslim pilgrimage; |
| Summer Stewardship | Children will know: <ul style="list-style-type: none">• how beliefs and values affect our love and care of each other;• how the call to be holy shapes life;• reasons why Christians are concerned about the stewardship of creation; | Children will be able to: <ul style="list-style-type: none">• make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others;• compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth;• engage with and respond to questions of about care of creation in the light of religious teaching; |
| Summer Journey in Love: God loves us in our changing and developing | Children will know: <ul style="list-style-type: none">• the physical changes in boys and girls during puberty;• to respect the emotional changes in themselves and others;• to appreciate that there are different types of love; | Children will be able to: <ul style="list-style-type: none">• talk sensitively and ask questions about the physical and emotional changes happening in them;• recognise how to treat each other emotionally;• recognise that we should be joyful about different kinds of love; |



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| Year 6 | Knowledge | Skills |
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| Autumn Loving | Children will know: <ul style="list-style-type: none">the story of the prodigal son and the Christian's belief in God's forgiveness;scripture, beliefs, feelings and experience of God's unconditional love; | Children will be able to – <ul style="list-style-type: none">compare their own and other people's ideas about questions of unconditional love;give reasons for a Christian's love and care;engage with and respond to questions about loving, in the light of religious teaching;links between their beliefs about love, their behaviour and how it affects others; |
| Autumn Vocation and Commitment | Children will know: <ul style="list-style-type: none">how feelings and beliefs affect behaviour in relation to commitment;religious vocabulary, to give reasons for the signs and symbols and prayers used in the Sacrament of Holy Orders;how their own and others' commitment to service and care of others are influenced by beliefs and values; | Children will be able to: <ul style="list-style-type: none">give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life;compare their own and other people's ideas concerning the questions raised about what it means to be committed;compare their 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; |
| Autumn Judaism | Children will know: <ul style="list-style-type: none">Rosh Hashanah means new beginning;Yom Kippur means atonement;that Sukkhot is the festival of shelters; | Children will be able to: <ul style="list-style-type: none">research the feast of Rosh Hashanah and how it is celebrated;talk about what atonement means in their lives;research the Book of Jonah and why it fits with Yom Kippur; |
| Autumn Expectations | Children will know: <ul style="list-style-type: none">how feelings and beliefs about expectations affect their behaviour and that of others;scripture of religious belief in Advent as a time of joyful expectation;religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas; | Children will be able to: <ul style="list-style-type: none">compare their own and other peoples' ideas about questions about expectation that are difficult to answer;engage with and respond to questions about expectation in the light of religious teaching;understand the deeper meaning of scripture such as in 'The word was made flesh'; |
| Spring Sources | Children will know: <ul style="list-style-type: none">links between scripture and Christian beliefs; | Children will be able to: <ul style="list-style-type: none">compare their own and other people's ideas about how books enrich our lives and take us |



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| | <ul style="list-style-type: none">• about the Bible, the beliefs, ideas, feelings and experiences of the Christian;• how the Bible shapes the lives of Christians; | <p>beyond ourselves and realise these questions are difficult to answer;</p> <ul style="list-style-type: none">• use and reference the Bible confidently• engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching; |
| Spring Unity | <p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others;• reasons why Christians gather together in 'communion' and receive 'Holy Communion'; | <p>Children will be able to:</p> <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings about friendship and unity;• compare their own and other people's ideas about questions concerning friendship which are difficult to answer;• make links between scripture and the Eucharist;• use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite;• make 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; |
| Spring Death and New Life | <p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs about loss and death affect their behaviour and that of others;• the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night;• 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; | <p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions concerning loss and death which are difficult to answer;• use a developing vocabulary to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum;• engage with and respond to questions about death and new life in the light of religious teaching; |
| Summer Witnesses | <p>Children will know:</p> <ul style="list-style-type: none">• how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness;• about Scripture and belief in the power of the Holy Spirit; | <p>Children will be able to:</p> <ul style="list-style-type: none">• compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness;• give reasons for the witness to Jesus Christ by believers; |



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| | | <ul style="list-style-type: none"> • show how their own and others' decisions about witnessing are informed by beliefs and values; • 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; |
| Summer Islam | Children will know: <ul style="list-style-type: none"> • about the five pillars of Islam; • that Zakat means being charitable and giving to the poor; • that Allah cares for creation; | Children will be able to: <ul style="list-style-type: none"> • talk about what we can learn from the pillars of Islam; • research the different ways Muslims celebrate Zakat; • create some Islamic art; |
| Summer Healing | Children will know: <ul style="list-style-type: none"> • how feelings and beliefs about sickness and care affects their behaviour and that of others; • how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values; | Children will be able to - <ul style="list-style-type: none"> • compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer; • use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick; • engage and respond to questions of the experience of sickness and healing in the • light of religious teaching; • show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them; |
| Summer Common Good | Children will know: <ul style="list-style-type: none"> • how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour; • how their own and others decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values; | Children will be able to - <ul style="list-style-type: none"> • compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness; • show an understanding of how religious belief in justice and of the common good of all shapes life; • be able to engage with and respond to big questions around justice and the common good in the light of religious teaching; • demonstrate how religious beliefs and Catholic Social Teaching give some explanation |



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| | | <p>of the purpose and meaning of life;</p> <ul style="list-style-type: none">• 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; |
| Summer Journey in Love: The wonder of God's love in creating new life | <p>Children will know:</p> <ul style="list-style-type: none">• how human life is conceived;• that we see love in different ways;• we are made in the image of God and our relationships should reflect God's way; | <p>Children will be able to:</p> <ul style="list-style-type: none">• talk about how life is conceived through love;• talk and understand the development of a baby;• list characteristics of positive relationships and this can make us feel happy and secure; |