



St Joseph's Catholic Primary School – RE Age Related Standards – EYFS

EYFS – Autumn Term		
Domestic Church: Family	Baptism/Confirmation: Belonging	Advent/Christmas: Loving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> Some children will be able to recognise some phrases from the Psalms which tell about God's love for them. 	<ul style="list-style-type: none"> Some children will begin to recognise some religious signs and symbols used in Baptism. Some children will begin to use some religious words and phrases from the Rite of Baptism 	<ul style="list-style-type: none"> Some children will begin to recognise the Nativity story. Some children will begin to recognise that the Advent Wreath, the crib and other signs that indicate the approach of Christmas. Some children will begin to use and develop a vocabulary of religious words and phrases.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> Some children will begin to talk about their own feelings and experiences of being known and called by name. Some children will say what they wonder about how they are special. Some children will say what they wonder about how God loves everyone. 	<ul style="list-style-type: none"> Some children will begin to talk about their own experiences and feelings of being welcomed. Some children will begin to say what they wonder about how they can make others feel welcome. Some children will begin to say what they wonder about how a baby is welcomed into a family. 	<ul style="list-style-type: none"> Some children will begin to talk about their own experience of celebrating a birthday. Some children will say what they wonder about how and why we look forward and wait to celebrate birthdays. Some children will say what they wonder about how and why we retell the story of Jesus' birth each year.



St Joseph's Catholic Primary School – RE Age Related Standards – EYFS

EYFS – Spring Term		
Local Church: Community	Eucharist: Relating	Lent/Easter: Giving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> Some children will begin to recognise the story of Mary and Joseph taking Jesus to the Temple. Some children will begin to recognise some of the elements and words used in Church celebrations. Some children will begin to recognise that the church/parish family celebrate in particular ways. 	<ul style="list-style-type: none"> Some children will begin to recognise the story of Jesus with the children as a religious story. Some children will begin to recognise the phrases "The Lord be with you." "And with your spirit." Some children will begin to recognise the Lectern and know how it is used. Some children will begin to recognise how at Mass people gather to share the stories of God's love. 	<ul style="list-style-type: none"> Some children will begin to recognise the stories of Good Friday and Easter Sunday as religious stories. Some children will begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden. Some children will begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> Some children will begin to wonder about why people celebrate. Some children will begin to wonder about how they feel when they celebrate. 	<ul style="list-style-type: none"> Some children will begin to talk about the times they have gathered together with others. Some children will begin to talk about how they felt. Some children will begin to say what they wonder about the enjoyment of being together. 	<ul style="list-style-type: none"> Some children will begin to talk about their own experience of 'growing'. Some children will begin to talk about how they feel about 'growing'. Some children will begin to say what they wonder about growing, themselves and in nature.



St Joseph's Catholic Primary School – RE Age Related Standards – EYFS

EYFS – Summer Term		
Pentecost: Serving	Reconciliation: Inter-relating	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Some children will begin to recognise that Christians show love for one another because Jesus asked them to do so. Some children will begin to recognise Jesus' rule for friends and his words 'love one another'. 	<ul style="list-style-type: none"> Some children will recognise some words and phrases from the Psalms Some children will recognise that people want to take care of the world and share with others because God said, "Take care of my world!"
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong. Some children will begin to wonder about what makes people friends. 	<ul style="list-style-type: none"> Some children will be able to say what they wonder about the world and how we can all work together to care for the world Some children will be able to talk about their own experiences of the world and what they love about our world.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 1

Year 1 – Autumn Term		
Domestic Church: Family	Baptism/Confirmation: Belonging	Advent/Christmas: Loving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To recognise that our families love us, and God loves us all. To recognise that the Bible tells us about God's love and care. To retell Psalm 63: 6-9 (as a drama or with actions). To recognise that God takes care of everyone. To recognise that Jesus grew up in a family who loved and cared for him. 	<ul style="list-style-type: none"> To recognise the story of Jesus and the children (Mark 10: 13-16). To recognise the Sacrament of Baptism as the first Sacrament. To describe the first steps of Baptism (through a storyboard or artwork). To recognise some of the signs and symbols used in the Sacrament of Baptism. To recognise the role of parents and godparents in the Sacrament of Baptism. To recognise that we believe Christians live the light and love of Jesus through Baptism. 	<ul style="list-style-type: none"> To recognise that Advent is a time of waiting for the birthday of Jesus. To recognise the Advent wreath. To recognise the story of the Annunciation (Luke 1: 26-31, 38). To recognise the story of the Visitation (Luke 1, 39-45). To recognise the story of the Nativity (Luke 2, 1-7, 8-20). To use religious vocabulary to describe some of the traditions and symbols of Advent and Christmas (such as the wreath, calendar or Christingle).
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> To say what they wonder about God's love for us. To say what they wonder about what life was like for Jesus when he was growing up. To ask wondering questions about what life was like for Jesus when he was growing up. 	<ul style="list-style-type: none"> To ask wondering questions about the sacrament of Baptism. To say what they wonder about what it feels like to belong. To say what they wonder about the experience of belonging to their family and the Church family. 	<ul style="list-style-type: none"> To say what they wonder about how we feel when we are waiting. To say what they wonder about why waiting can be difficult at times. To say what they wonder about how others can help us to wait, and we can help others to wait.

Some Year 1 children will be able to **retell** stories from the Bible as well as **recognising** them. This will be using an age-appropriate method, such as role play, with actions, using pictures, captions or by writing sentences.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 1

Year 1 – Spring Term		
Local Church: Community	Eucharist: Relating	Lent/Easter: Giving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> • To recognise that a parish family gathers at church on Sunday. • To recognise the people who have an important role at Mass. • To describe the start of the Mass (procession, sign of the cross, welcome). • To recognise the story of the Presentation (Luke 2: 23-40). • To recognise the story of the boy Jesus in the Temple (Luke 2: 41-52). • To recognise the blessing at the end of Mass. 	<ul style="list-style-type: none"> • To recognise some of the things that happen during Mass (welcome, listening to stories about Jesus, Holy Communion, blessing). • To recognise the story of the Last Supper (Luke 22: 19-20). • To recognise the Preparation of the Gifts at Mass. • To recognise the Our Father. • To recognise people receiving Holy Communion at Mass. • To describe what happens at parish or school celebration meals (school picnic or Christmas lunch etc). 	<ul style="list-style-type: none"> • To describe what happens on Ash Wednesday. • To recognise how people act during Lent because of their beliefs. • To recognise how we can change our behaviour (based on Joel 2:13). • To recognise the story of Palm Sunday (Mark 11: 1-11). • To recognise the story of Good Friday (Luke 23: 33-35, 38-43). • To recognise the story of the Resurrection (Mark 16: 1-6). • To describe how Christians celebrate Easter.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> • To say what they wonder about how special people help them and what makes them special. • To say what they wonder about how Jesus is like a light for us. • To say what they wonder about how we can love and serve each other. 	<ul style="list-style-type: none"> • To say what they wonder about what makes a family meal special. • To say what they wonder about why it is important to prepare for a meal. • To ask wondering questions about how we love and serve Jesus. 	<ul style="list-style-type: none"> • To say what they wonder about how the seasons change. • To say what they wonder about how they have changed. • To ask wondering questions about the stories of Good Friday and the Resurrection).

Some Year 1 children will be able to **retell** stories from the Bible as well as **recognising** them. This will be using an age-appropriate method, such as role play, with actions, using pictures, captions or by writing sentences.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 1

Year 1 – Summer Term		
Pentecost: Serving	Reconciliation: Inter-relating	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> • To recognise some Catholic holy days. • To recognise the story of the Ascension (John 13:33, 14:18). • To recognise the signs and symbols associated with the Holy Spirit. • To recognise the story of Pentecost (Acts 2: 1-4). • To describe what happens when the parish family come together to celebrate Pentecost. • To describe the way that the Holy Spirit is a helper and a guide. 	<ul style="list-style-type: none"> • To recognise the story of Levi (Luke 5: 27-31). • To recognise the story of Zacchaeus (Luke 19: 1-10). • To use religious vocabulary like 'forgiveness' and 'be sorry'. • To recognise that we say sorry and forgive each other because we follow Jesus. • To describe the way that people say sorry and forgive each other because they follow Jesus. • To recognise the Sign of Peace. 	<ul style="list-style-type: none"> • To recognise how we show God's love to our neighbours around the world. • To recognise that Jesus taught his friends to be good neighbours. • To recognise the story of The Good Samaritan (Luke 10: 25-37). • To recognise how we can be a 'global neighbour'. • To recognise how charities like Fairtrade show love for our neighbours around the world.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> • To ask wondering questions about the difference between ordinary days, holidays and holy days. • To say what they wonder about The Holy Spirit as a guide and helper. 	<ul style="list-style-type: none"> • To say what they wonder about choices that make them happy or unhappy. • To ask wondering questions about what helps them to make good choices. • To say what they wonder about how it is sometimes hard to say sorry and to forgive. 	<ul style="list-style-type: none"> • To ask wondering questions about who 'our neighbour' is. • To say what they wonder about how we can be a good neighbour. • To ask what they wonder about what might happen if someone is not a good neighbour.

Some Year 1 children will be able to **retell** stories from the Bible as well as **recognising** them. This will be using an age-appropriate method, such as role play, with actions, using pictures, captions or by writing sentences.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 2

Year 2 – Autumn Term

Domestic Church: Family

Baptism/Confirmation: Belonging

Advent/Christmas: Preparing

Knowledge and Understanding ('hearing about')

- To **retell** the Creation story as a religious story.
- To **describe** types of prayer **using religious words and phrases**.
- To **recognise** that people are kind and loving because God made them.

- To **recognise** Baptism as the first Sacrament.
- To **describe** what happens during the welcome at a Baptism.
- To **describe** the signs and symbols used in Baptism (water, oil of Chrism, white garment, Baptismal candle).
- To **recognise** that Christians act in a certain way because they are members of the Church family.
- To **describe** some ways Christians live as followers of Jesus.

- To **describe** some of the signs and symbols connected with the liturgical season of Advent.
- To **retell** the story of the Annunciation (Luke 1, 26-31, 38).
- To **retell** the story of the Visitation (Luke 1: 46-55).
- To **retell** the Nativity story (Luke 2: 1-7).
- To **describe** how Christian follow Jesus as the Light of the World.

Engagement and Response ('learning from')

- To **say what they wonder** about the excitement and surprise that a new start can bring.
- To **say what they wonder** about the beauty around them and God creating the world.
- To **ask questions** about what they and others wonder about the reasons for some beginnings being easy and others difficult.

- To **say what they wonder** about the meaning and importance of some symbols in their lives.
- To **say what they wonder** about the power of the symbols used in Baptism.
- To **ask questions** about the gift of the Holy Spirit in Baptism and the effect on their lives.

- To **say what they wonder** about why it is necessary to prepare.
- To **say what they wonder** about what would happen if you didn't prepare.
- To **ask questions** about the best way to prepare for Jesus' coming.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 2

Year 2 – Spring Term

Local Church: Community

Eucharist: Relating

Lent/Easter: Giving

Knowledge and Understanding ('hearing about')

- To **recognise** the Bible as a special book for Christians.
- To **retell** some Scripture stories about Jesus.
- To **describe** how the Gospels are used by the parish family.
- To **use religious words and phrases** to **describe** the actions and symbols related to proclaiming the Gospel.
- To **recognise** other books the parish family uses.

- To **retell** the story of the Last Supper (Luke 22: 19-20).
- To **recognise** the four parts of the Mass (we gather, we listen, we give thanks, we go out).
- To **recognise** the words the parish family pray during the Eucharistic Prayer.
- To **recognise** what happens during Holy Communion.
- To **describe** how Catholics try to live out what they have experienced at Mass.

- To **describe** what happens on Ash Wednesday.
- To **recognise** some of the signs and symbols associated with Lent.
- To **describe** how Christians use Lent as an opportunity to choose to do good.
- To **retell** the story of Palm Sunday (Mark 11: 1-11).
- To **retell** the events of Maundy Thursday (John 13: 4-15)
- To **retell** the events of Good Friday (Mark 15: 16-21).
- To **retell** the events of Easter Sunday (Matthew 28: 1-10).

Engagement and Response ('learning from')

- To **say what they wonder** about the importance of books in their lives.
- To **say what they wonder** about the need for books.
- To **ask questions** about how the Bible is the Word of God.

- To **say what they wonder** about when they give thanks to others and when they themselves are thanked.
- To **ask questions** about why we thank God our Father.
- To **ask questions** about how the parish family can spread the message of thanksgiving and peace.

- To **say what they wonder** about the good things they see others doing.
- To **ask questions** about what helps a person choose well.
- To **ask questions** about how and why Jesus dies for us.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 2

Year 2 – Summer Term		
Pentecost: Serving	Reconciliation: Inter-relating	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> • To retell the story of the Resurrection of Jesus (Luke 24: 1-9). • To recognise that Jesus promised to send the Holy Spirit (John 14). • To retell the story of the Ascension (Luke 24: 48-52). • To retell the story of Pentecost day (Acts 2: 1-4). • To recognise how the disciples changed after the coming of the Holy Spirit. • To recognise how the Holy Spirit helps Christians in their lives. 	<ul style="list-style-type: none"> • To recognise some religious words and signs that Christians use to express sorrow and forgiveness. • To use religious words and phrases to describe the examination of conscience. • To recognise the story of Peter asking Jesus about forgiveness (Matthew 18: 21-22). • To describe some aspects of the Sacrament of Reconciliation. • To describe how Christians try to practise Jesus' commandment of love, peace and reconciliation. 	<ul style="list-style-type: none"> • To retell special stories about creation and treasuring our world. • To recognise God's world as a precious treasure. • To recognise that we are God's treasure. • To describe some ways in which religion is loved out by believers in terms of treasuring God's world. • To recognise that we give thanks and praise to God for the gift of our world.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> • To say what they wonder about the responsibility of passing on messages. • To ask questions about the new life of Jesus. • To ask questions about how the Holy Spirit helps Christians. 	<ul style="list-style-type: none"> • To say what they wonder about the importance of keeping rules. • To say what they wonder about how it is sometimes hard to say sorry or forgive others. • To ask questions about the good feeling when people make up. 	<ul style="list-style-type: none"> • To say what they wonder about 'who made me?' • To ask questions about the wonder of God's creation. • To ask questions about what we treasure and why.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 3

Year 3 – Autumn Term

Domestic Church: Family	Baptism/Confirmation: Belonging	Advent/Christmas: Loving
Knowledge and Understanding ('learning about')		
<ul style="list-style-type: none"> To retell some of the advice offered by St Paul in his letters about living together as a family and the life of the Holy Family (Romans 12: 8-11, Ephesians 5: 1-9, Colossians 3: 12-17). To describe the life of the Holy Family. To describe some ways Christians live as people chosen by God. 	<ul style="list-style-type: none"> To retell the story of the Baptism of Jesus (Mark 1: 9-11). To describe the actions and symbols used at Baptism. To make links between their actions and the promises made at Baptism. To make links between the Litany of Saints and how Christians follow Jesus. To describe how and why Christians live as followers of the Light of Christ. 	<ul style="list-style-type: none"> To describe The Jesse Tree. To describe how Christians use the time of Advent to reflect on their lives in preparation for the coming of Jesus. To accurately retell the story of the Annunciation (Luke 1: 26-31) and the Visitation (Luke 1: 39-58). To accurately retell the story of the birth of Jesus (Luke 2: 1-7) and the visit of the shepherds (Luke 2: 8-20). To accurately retell the story of the visit of the Wise Men (Matthew 2: 1-12)
Engagement and Response		
<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences and feelings about homes. To ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. To 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. To make links to show how feelings and beliefs affect how they and others behave in relation to the give and take of living in a family. 	<ul style="list-style-type: none"> To ask and respond to questions about the importance of making promises. To ask and respond to questions about why some promises are more difficult to keep than others. To make links between the promises made and the consequences of actions following the promise. 	<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences and feelings about visitors. To 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. To make links to show how feelings and beliefs affect how they prepare for and receive visitors.
Analysis and Evaluation		
<ul style="list-style-type: none"> To express a point of view about the difficult question of what make a house a home. 	<ul style="list-style-type: none"> Use a given source (the actions and symbols used at Baptism) to support a point of view about how Christians should try to live as a result of the promises made in Baptism. 	<ul style="list-style-type: none"> To express a point of view about the importance of preparing for and receiving visitors.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 3

Year 3 – Spring Term

Local Church: Community

Eucharist: Relating

Lent/Easter: Giving

Knowledge and Understanding ('hearing about')

- To **use religious words and phrases** to **describe** the liturgical year and how it is composed of seasons and feast days.
- To **retell** some of the stories of the Mysteries of the Rosary.
- To **describe** how some prayer leads to good actions.

- To **use religious words and phrases** to **describe** the actions and symbols used during the celebration of the Eucharist, including:
 - The Introductory Rite
 - The Gloria
 - The Liturgy of the Word
 - The Offering of the Gifts
 - The Eucharistic Prayer
 - The Communion Rite.
- To **describe** some of the ways in which Christians share God's love with others.

- To **retell** some of the stories of Holy Week and the Resurrection, including:
 - The Last Supper (Mark 14: 26-31, 32-46)
 - The Garden of Gethsemane (Mark 15: 21-27)
 - The Resurrection (Luke 24: 1-12)
- To **use religious words and phrases** to **describe** the religious actions and symbols of Lent and Holy Week (Ash Wednesday).
- To **describe** some ways in which Christians use the time of Lent to give to others.

Engagement and Response ('learning from')

- To **ask and respond to questions** about their own and others' experiences about the events which mark the seasons or year.
- To **ask questions** about what they wonder about how we help one another on the journey through the year.
- To **make links** to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.

- To **ask and respond to questions** about their own and others' experiences and feelings about listening well and sharing.
- To **ask questions** about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.
- To **make links** to show how feelings and beliefs affect their own and others' desire to listen and to share.

- To **ask and respond to questions** of their own and others' experience and feelings of how people give themselves for others.
- To **ask and respond to questions** about the courageousness of giving and realise that some of these questions are difficult to answer.
- To **make links** to show how feelings and beliefs affect their own and others' attitude to giving of themselves.

Analysis and Evaluation

- To **express a point of view** about how life is a journey.

- To **express a point of view** about the importance of listening well and sharing.

- To **use the Beatitudes (Matthew 5: 1-17)** to **support a point of view** about how people give of themselves.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 3

Year 3 – Summer Term		
Pentecost: Serving	Reconciliation: Inter-relating	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To retell the story of the Ascension (Acts 1: 6-11) and the coming of the Holy Spirit at Pentecost (Acts 2: 1-18, 43). To use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. To describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit. To make links between the Pentecost story and Christian belief in the power of the Holy Spirit. 	<ul style="list-style-type: none"> To retell the stories of the Two Sons (Matthew 21: 28-31) and the Prodigal Son (Luke 15: 11-32). To begin to make links between religious stories and the belief in a loving and forgiving God. To use religious words and phrases to describe saying sorry and asking for forgiveness. To describe the Sacrament of Reconciliation. To describe a simple Examination of Conscience and to write or say a sorry prayer. To describe some ways in which followers of Jesus live (based on 1 Thessalonians 5:12-18). 	<ul style="list-style-type: none"> To retell some stories about special places for Jesus, including: <ul style="list-style-type: none"> ○ Luke 2: 11 ○ Matthew 2: 23 ○ Luke 2: 41, 46 ○ Mark 1: 9 ○ Matthew 5: 1-2 To describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship. To use a developing religious vocabulary to give reasons why Christians go on pilgrimage.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences of making choices. To ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. 	<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences of and feelings about special places. To ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. To make links to show how feelings and beliefs about special places affect their behaviour and that of others
Analysis and Evaluation		
<ul style="list-style-type: none"> To express a point of view about the best use of the power of wind and fire. 	<ul style="list-style-type: none"> To express a preference about what helps in making good choices. 	<ul style="list-style-type: none"> To express a point of view about why Christians should care about the world.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 4

Year 4 – Autumn Term		
Domestic Church: Family	Sacramental Preparation - Reconciliation	Advent/Christmas: Loving
Knowledge and Understanding ('learning about')		
<ul style="list-style-type: none"> To describe the roots of Jesus' human family. To describe the ways Sarah and Abraham lived their lives by saying 'yes' to God (Genesis 12: 1-8 and Genesis 21: 1-7). To accurately retell the story of Jacob's blessing and Esau's discovery of it (Genesis 25: 20-27). To describe how Ruth lived in God's way (The Book of Ruth). 	<ul style="list-style-type: none"> To accurately retell the story of the 'Good Shepherd' and about God's unconditional love. To describe how belief in God's love affects the actions of Christians. To accurately retell the story of 'Jesus forgives a sinner.' To describe it is important to say sorry and mean it. To describe how the 'Sacrament of Reconciliation' celebrates God's love and forgiveness. 	<ul style="list-style-type: none"> To describe the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. To use a developing religious vocabulary to begin to give reasons for the actions and symbols associated with the liturgical season of Advent and Christmas. To accurately retell the story of the birth of Jesus and the visit of the Wise Men (Matthew 2: 1-12, 16-18). To make links between Scripture (Isaiah 40: 9-11) and the belief that God sent Jesus to earth as the long-awaited Messiah.
Engagement and Response		
<ul style="list-style-type: none"> To make links between Joseph and what people believe about God and Jesus. To ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. To ask questions about what they and others wonder about family trees. 	<ul style="list-style-type: none"> To make links between scripture and how I should act. To ask and respond to questions about their need to reconcile and make amends. To make links between feelings of sorrow and the need to be reconciled and make amends. 	<ul style="list-style-type: none"> To ask and respond to questions about what is important in friendship. To 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. To make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship.
Analysis and Evaluation		
<ul style="list-style-type: none"> To use God's Story 3 page 36 to find out about Solomon to support a point of view about what makes a good leader. 	<ul style="list-style-type: none"> To use a Gospel readings to support a point of view linking the Sacrament of Reconciliation and the actions of Christians. 	<ul style="list-style-type: none"> To express a point of view about the importance of the gift of love and friendship.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 4

Year 4 – Spring Term		
Local Church: Community	Sacramental Preparation - Eucharist	Lent/Easter: Giving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To accurately retell the story of the call of the apostles (Mark 3: 13-19). To make links between the call of the apostles and God's call to people to serve him today. To describe some of the advice St. Paul gives us about being loving members of a community (Romans 12: 8-11). To use religious words and phrases to describe the actions and symbols within a funeral Mass. To describe some ways in which some people serve their parish community. 	<ul style="list-style-type: none"> To describe why the Catholic community comes together to celebrate Mass. To describe what Catholics why we do these things. To make links between the story of 'The Tax Collector and the Pharisee- an examination of conscience, saying sorry and the Penitential Rite. 	<ul style="list-style-type: none"> To accurately retell some of the religious stories of Holy Thursday, Good Friday and Easter. <ul style="list-style-type: none"> John 13: 4-9, 12-15 Matthew 27: 39-56 Mark 16: 2-8 To make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. To use religious vocabulary to describe some religious actions and symbols of Lent and Holy Week. To describe some ways in which Christians try to be self-disciplined in Lent.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences of being part of a community. To ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. To make links to show how feelings and beliefs affect their commitment to community and that of others. 	<ul style="list-style-type: none"> To ask and respond to questions about the actions and symbols seen throughout mass. To ask questions about what they and others wonder about their experiences of the Eucharist. To make links to show how feelings and beliefs affect their actions. 	<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences of being self-disciplined. To 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. To make links to show how feeling and beliefs affect their self-discipline and that of others.
Analysis and Evaluation		
<ul style="list-style-type: none"> To express a point of view about what helps to build community. 	<ul style="list-style-type: none"> To express a point of view why Catholics reverence the Gospel. 	<ul style="list-style-type: none"> To express a point of view about how self-discipline helps growth as a person.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 4

Year 4 – Summer Term		
Pentecost: Serving	Baptism/Confirmation: Belonging	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To accurately retell some special stories about the religious events and people connected with Pentecost. To make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit. To use religious words and phrases to describe the events of Pentecost. To describe some ways in which the apostles spread the Good News through the power of the Holy Spirit. 	<ul style="list-style-type: none"> To accurately retell the story of the call of David (1 Samuel 16: 4-13). To accurately retell the story of Jesus calling the apostles (Mark 1:14-20). To use religious words and phrases to describe what it means to be called. To describe what happens during the Sacrament of Confirmation and begin to give reasons for the actions and symbols. To make links between St Paul's first letter to the Corinthians (1 Corinthians 12: 31 and 13: 1-8) and the call to holiness of Sean Devereux. 	<ul style="list-style-type: none"> To accurately retell some special stories about religious events and people who show what God is like. To describe some ways in which religion is lived out by different saints (Oscar Romero, Saint Teresa of Calcutta). To give reasons for certain actions by those people they have studied (Martin Luther King Jr). To make links between Scripture and the action and beliefs of followers.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences of good news bringing life. To ask questions about what they and others wonder about how good news brings life and happiness. To make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. 	<ul style="list-style-type: none"> To ask and respond to questions about being chosen. To ask questions about what they and others wonder about the reason for responses to being chosen. To make links to show how feelings and beliefs can affect the responses they might make to being chosen. 	<ul style="list-style-type: none"> To ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. 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. To make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples.
Analysis and Evaluation		
<ul style="list-style-type: none"> To use the story of Pentecost to support a point of view about how the Good News brings life and happiness. 	<ul style="list-style-type: none"> To express a point of view about why it is sometimes difficult to decide to say yes when we are chosen. 	<ul style="list-style-type: none"> To express a preference about the qualities the children admire in others and why.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 5

Year 5 – Autumn Term

Domestic Church: Family	Baptism/Confirmation: Belonging	Advent/Christmas: Loving
Knowledge and Understanding ('learning about')		
<ul style="list-style-type: none"> To make links between the words of Paul (Colossians 3: 10-11) and Christians' belief in peace. To describe how we can use our unique qualities and how this helps us to live as a child of God. To describe the Scripture, beliefs, feelings and experience of being made in the image and likeness of God. To make links between the words of Paul (Philippians 4: 4-9) and how we can use our gifts to help others. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. To use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of Marriage. To give reasons for the love and service shown by Christians. To make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life. 	<ul style="list-style-type: none"> To make links between Scripture showing how the people of God waited patiently with hope for the Messiah (Isaiah 25: 8-9) and how Christians today hope to welcome Christ at Christmas and at the second coming. To use a developing religious vocabulary to give reasons for the religious actions and symbols associated with the liturgical season of Advent. To give reasons why Christians show love and service as they wait hopefully for the coming of Christ. Begin to describe and make links between Scripture (Mark 13:33 and James 5: 7-8) and belief in the coming of Jesus at Christmas and at the end of time.
Engagement and Response		
<ul style="list-style-type: none"> To compare their own and other people's ideas about talents and qualities and how they use them and how it affects others. To show an understanding about how people develop their talents, qualities and gifts based on their beliefs. 	<ul style="list-style-type: none"> To compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer. To begin to show an understanding of how religious belief shapes the lives of married people. To begin to show an understanding of how religious belief shapes the lives of those who are involved in the community as volunteers. 	<ul style="list-style-type: none"> To begin to show an understanding of how their own and other' decisions about how they wait and hope are informed by beliefs and values. To begin to show understanding of how belief in the coming of Christ shapes the life of Christians, by encouraging them to love and serve others.
Analysis and Evaluation		
<ul style="list-style-type: none"> To use Hosea 11: 1-4 to express a point of view about the description of God as a loving parent. 	<ul style="list-style-type: none"> To express a point of view about the mission of Christians and of married people in particular. 	<ul style="list-style-type: none"> To begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from Scripture and Church teaching.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 5

Year 5 – Spring Term

Local Church: Community

Eucharist: Relating

Lent/Easter: Giving

Knowledge and Understanding ('hearing about')

- To **make links** between how Jesus undertook his mission to share the Good News and how each diocese continues that mission and work today.
- To **give reasons** why people carry out Jesus' mission in different ways through what they say and do.
- To **describe** and **begin to show they understand** how dioceses and different Christian communities continue to carry out the work and mission of Jesus.
- To **begin to make links** between this and what they have read in scripture.

- To **make links** to show how feelings and beliefs about memories affect their own behaviour and that of others.
- To **make links** between the Passover in Exodus, the Last Supper and belief in the Eucharist.
- To **use a developing religious vocabulary to give reasons** for religious actions and symbols connected to the Passover and the celebration of the Eucharist.
- To **give reasons** for why believers follow the example of Jesus in his life of sacrifice.

- To **make links** between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.
- To **use a developing religious vocabulary to give reasons** for religious actions and symbols used during Holy Week and the Easter Vigil.
- To **give reasons** why Christians make sacrifices during Lent.

Engagement and Response ('learning from')

- To **make links** to show how inspirational leaders affect their behaviour and that of others.
- To **compare their own and other people's ideas** about questions around what inspires people in their mission and realise that some of these are difficult to answer.
- To **begin to show an understanding** of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values.

- To **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.
- To **begin to show understanding** of how their own and others' decisions about memories are informed by beliefs and values.
- To **show understanding** of how belief in the sacrifice of Jesus shapes the lives of Christians.

- To **make links** to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving.
- To **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.
- To **begin to show how** their own and others' decisions about giving and refusing to give are informed by beliefs and values.

Analysis and Evaluation

- To **express a point of view** about how religious teaching affects life and work within a community and a diocese.

- To **express a point of view** about why memories are important.

- To **recognise difference, comparing and contrasting different points of view** around how people decide whether or not to give.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 5

Year 5 – Summer Term		
Pentecost: Serving	Reconciliation: Inter-relating	Universal Church: World
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To give reasons for the actions of Cleopas on the road to Emmaus (Luke 24: 13-35). To use a developing religious vocabulary to give reasons for religious actions and symbols connected with Pentecost. To give reasons for certain actions of Christians inspired by the Holy Spirit. To make links between scripture (Acts 2:32-39, 41-42 and Acts 22: 6-16) and God's gift of the Holy Spirit and forgiveness. 	<ul style="list-style-type: none"> To make links between the story of the Ten Commandments (Deuteronomy 5: 1-21) and other texts studied and belief in God's rules for living freely and the responsibility this brings. To make links between the story of the Sermon on the Mount (Matthew 5: 1-17) and other texts studied and belief in God's rules for living freely and the responsibility this brings. To give reasons why believers choose to live by God's laws. 	<ul style="list-style-type: none"> To show knowledge and understanding of the creation story (Genesis 1: 1-25). To give reasons why Christians are concerned about the stewardship of creation. To make links between scripture (Leviticus 19: 9-10) and the belief of caring for creation.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> To make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. To compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses. To begin to show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. To 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. To make links to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. To compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. To show how their own and others' decisions about how they care for the earth are informed by beliefs and values. To show understanding of how religious belief shapes life in relation to stewardship of creation.
Analysis and Evaluation		
<ul style="list-style-type: none"> To arrive at a judgement regarding the importance of using the energy from the earth's resources in a fair and sustainable way. 	<ul style="list-style-type: none"> To express a point of view about whether it is necessary for people to have religious beliefs to live their lives well, noting where problems might arrive. 	<ul style="list-style-type: none"> To express a point of view about the importance of caring for God's creation.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 6

Year 6 – Autumn Term		
Domestic Church: Family	Baptism/Confirmation: Belonging	Advent/Christmas: Loving
Knowledge and Understanding ('learning about')		
<ul style="list-style-type: none"> To make links between Psalm 23, how a shepherd looks after his sheep and how God looks after us. To show understanding of Paul's letter to Titus (Titus 3: 2-8) and how it can shape our lives today. To make links between the story of the prodigal son and the Christian belief in God's forgiveness. To show understanding of the Sermon on the Mount (Matthew 5: 1-12) and the difference these Gospel values make to people's lives. 	<ul style="list-style-type: none"> To show understanding of the story of the Baptism of Jesus (Mark 1: 9-11). To use a developing religious vocabulary to give reasons for the signs and symbols used in the Sacrament of Holy Orders. To give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation. To show knowledge and understanding of how religious men and women live out their vows in serving others. To show a knowledge and understanding of the life and work of someone who has lived out their calling (eg Blessed John Henry Newman, Archbishop Desmond Tutu, Helen Prejean). 	<ul style="list-style-type: none"> To make links between the hymn Maranatha and religious belief in Advent as a time of joyful expectation. To show a knowledge and understanding of the actions of Christians which arise as a result of their belief in the coming of Jesus at Christmas. To make links between Scripture (The Annunciation and The Visitation) and religious belief in Advent as a time of joyful expectation. To give reasons for certain actions of believers as they wait in joyful expectation of Advent and Christmas (based on Mark 1: 1-5).
Engagement and Response		
<ul style="list-style-type: none"> To make links between their beliefs about love, their behaviour and how it affects others. To compare their own and other people's ideas about questions of unconditional love. To show understanding of how religious belief in God's unconditional love shapes life. To show understanding of how beliefs and values affect our love and care of each other. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs affect behaviour in relation to commitment. To compare their own and other people's ideas concerning the questions raised about what it means to be committed. To compare their own and other people's ideas concerning why some people are very committed to service of others. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs about expectations affect their behaviour and that of others. To compare their own and other people's ideas about questions about expectation that are difficult to answer. To show understanding of how their own and others' decisions concerning expectations are informed by beliefs and values.
Analysis and Evaluation		
<ul style="list-style-type: none"> To use some messages of God's love, care and forgiveness in the Bible (John 15: 9-14, Ephesians 4: 26, 31-32) to support a point of view around how God never stops loving. 	<ul style="list-style-type: none"> To express a point of view about the qualities a Vocations Director would look for in someone wanting to be a priest and why. 	<ul style="list-style-type: none"> To express a point of view about the promise of the Second Advent of Jesus Christ and give reasons for it.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 6

Year 6 – Spring Term

Local Church: Community	Eucharist: Relating	Lent/Easter: Giving
Knowledge and Understanding ('hearing about')		
<ul style="list-style-type: none"> To make links between the story of the prodigal son and the Christian's belief in God's forgiveness. To give reasons for a Christian's love and care. To describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them. To show understanding of how religious belief in God's unconditional love shapes life. 	<ul style="list-style-type: none"> To make links between scripture (John 17: 11, 20-23 and Romans 12:3-10) and the Eucharist. To use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite, including: <ul style="list-style-type: none"> The Eucharistic Prayer The Our Father The sign of peace. To give reasons why Christians gather together in 'communion' and receive 'Holy Communion'. 	<ul style="list-style-type: none"> To make links between Scripture and belief in the Resurrection of Jesus. To use a developing vocabulary to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum. To give reasons for certain actions by believers during Lent. To use a variety of religious terms accurately to show an understanding of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night.
Engagement and Response ('learning from')		
<ul style="list-style-type: none"> To make links between their beliefs about love, their behaviour and how it affects others. To compare their own and other people's ideas about questions of unconditional love. To show understanding of how beliefs and values affect our love and care of each other. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs about what makes, and breaks friendship and unity affects their behaviour and that of others. To ask and respond to questions about their own and others' experiences and feelings about friendship and unity. To show how their own and others' decisions about friendships are informed by beliefs and values. To show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians. 	<ul style="list-style-type: none"> To make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. To compare their own and other people's ideas about questions concerning loss and death which are difficult to answer. To show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.
Analysis and Evaluation		
<ul style="list-style-type: none"> To express a point of view about what it means to be truly loving. 	<ul style="list-style-type: none"> To recognise difference, comparing and contrasting different points of view about what undermines friendship and unity. 	<ul style="list-style-type: none"> To use the scripture of Holy Week to support a point of view about death bringing new life.



St Joseph's Catholic Primary School – RE Age Related Standards – Year 6

Year 6 – Summer Term

Pentecost: Serving

Reconciliation: Inter-relating

Universal Church: World

Knowledge and Understanding ('hearing about')

- To **make links** between Scripture (Luke 24: 44-49 and Matthew 28: 16-20) and belief in the power of the Holy Spirit.
- To **show knowledge and understanding** of the story of The Ascension (Acts 1: 6-14).
- To **give reasons** for the witness to Jesus Christ by believers (Paul, Timothy, Stephen and Lydia).
- To **make links** between witnesses to Jesus and modern witnesses (Mrs Maricho, Pascal Uche, Fr Balashowry).

- To **use a developing religious vocabulary to give reasons** for the religious actions and symbols used in the Sacrament of the Anointing of the Sick.
- To **give reasons** why Christians care for the sick and the needy.
- To **show an understanding** of the different liturgies connected to the sacraments offered to the sick and dying.

- To **make links** between Micah, Matthew 25, the Beatitudes and beliefs.
- To **give reasons** for certain actions by believers, in working for justice and the common good.
- To **explain** what beliefs and values inspire and influence them and others to act justly and fairly.
- To **identify** sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise.

Engagement and Response ('learning from')

- To **make links** to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.
- To **compare their own and other people's ideas** about questions that are difficult to answer about having the courage to witness.
- To **show how** their own and others' decisions about witnessing are informed by beliefs and values.
- To **show understanding** of how belief in the power of the Holy Spirit shapes lives.

- To **show understanding** of how religious belief shapes life, and that caring for those in need is a Christian responsibility.
- To **ask and respond to questions** about what gives a person comfort when they are sick.
- To **compare their own and other people's ideas** about questions around why people give time and commitment to caring for others.

- To **make links** to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others.
- To **compare their own and other people's ideas** about questions that are difficult to answer regarding injustice and unfairness.
- To **show understanding** of how religious belief in justice and of the common good of all shapes life.

Analysis and Evaluation

- To **express a point of view** about knowing when to be a witness and speak out.

- To **arrive at a judgement** about how the Sacrament of Anointing brings comfort to those who are sick.

- To **express a point of view** about what justice is and how we can build a fairer world.