

# Diocese of East Anglia



# RE Curriculum Plan for Catholic Primary Schools

## Diocese of East Anglia - RE Curriculum Plan for Catholic Primary Schools

*The Religious Education Curriculum Directory invites Catholic schools to place 'Religious Education at the very heart of the curriculum where it belongs'.*

*'It helps teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church'*

"Religious Education – Curriculum Directory for Catholic Schools" 2012 CES

Approved by Rt. Rev. Alan Hopes, Bishop of East Anglia

### Introduction

Welcome to the RE Curriculum Plan for Primary Schools created by the Diocese of East Anglia. This curriculum plan encompasses all aspects of the "Curriculum Directory for Catholic Schools" and the Papal encyclical *Laudato Si'*. Please also see the links to the Holy Year of Mercy. The Curriculum Plan provides a termly framework of themes, activities, resources and assessment. The framework follows the liturgical year, the sacramental life of the Church (the seven Sacraments), the Trinity, and offers opportunities for a range of liturgies eg the Rosary, Meditation, Processions and Exposition of the Blessed Sacrament.

The scheme contains termly plans for each year group from Foundation Stage to Year Six and draws upon a variety of resource materials including 'The Way, the Truth and the Life', and 'Come and See' schemes. Opportunities for teacher assessment are identified, as well as pupil self- assessment within the 'I Can' statements in Appendix E.

Appendix D "Values Education" relates to the Christian values of our schools and is a supportive resource.

There are five appendices:

- A. Curriculum Directory Coverage – Termly
- B. Curriculum Directory Coverage – throughout the year
- C. Resources, including useful websites and will include links to the Papal encyclical *Laudato Si'*.
- D. Values Education including useful websites
- E. NBRIA levels of attainment AT1 Learning about religion: Knowledge and Understanding of, AT2 Learning from religion: Reflection on meaning.  
Curriculum Directory Levels of Attainment  
Curriculum Directory Themes

Abbreviations used within the scheme include:-

- WTL - The Way, the Truth and the Life
- DMD - Development Matters Document
- TB - Teacher Book
- PB - Pupil Book
- NBRIA - National Board of Religious Inspectors and Advisers

We hope that this scheme will support all teachers within our Catholic schools.

We would like to thank staff from the following schools - St. Augustine's Costessey, St. Francis of Assisi Norwich, St. Laurence Cambridge. *September 2013*

*Reviewed October 2015 Additional support involved – St. Felix Haverhill, Jan Southgate S48 Inspector*

## Diocese of East Anglia - RE Curriculum Plan for Primary Schools

### Autumn Term

### Belonging (God the Father)

Whole School to include:

- **OCTOBER - ROSARY**
- **OTHER FAITHS - Judaism (two weeks)**

Whole School to include elements of

- **LOCAL SAINTS**
- **CAFOD (Harvest), UNICEF – Rights and Responsibilities, SAVE THE CHILDREN, MISSION TOGETHER, LITTLE WAY WEEK, AID TO THE CHURCH IN NEED**

<b>YEAR GROUP</b>	<b>THEME</b>	<b>RESOURCE MATERIAL</b>	<b>ASSESSMENT ACTIVITIES</b>
EYFS	God's World – Creation	WTL F1 – see CD-ROM	CD-ROM – DMD
EYFS	Welcome – Baptism	Come and See	DMDs
EYFS	God's Family - Advent	WTL F2 – see CD-ROM	CD-ROM – DMDs
1	God's Great Plan – Creation (not Noah's Ark)	WTL 1.1	WTL TB Y1 CD-ROM
1	Families	Come and See	Refer to Levels of Attainment
1	Mary Mother of God – Advent	WTL 1.2	TB Y1 CD-ROM

<b>2</b>	<b>Beginnings - Creation</b>	<b>Come and See</b>	<b>Refer to Levels of Attainment Grid</b>
<b>2</b>	<b>Signs &amp; Symbols</b>	<b>Come and See</b>	<b>Refer to Levels of Attainment Grid</b>
<b>2</b>	<b>Mysteries – Advent (not including Trinity)</b>	<b>WTL 2.2</b>	<b>TB Y2 CD-ROM</b>
<b>3</b>	<b>Homes - Families</b>	<b>Come and See</b>	<b>Refer to Levels of Attainment Grid</b>
<b>3</b>	<b>Christian Family – Baptism and Christian Family</b>	<b>WTL 3.1</b>	<b>TB Y3 CD-ROM</b>
<b>3</b>	<b>Mary Our Mother - Advent</b>	<b>WTL 3.2</b>	<b>TB Y3 CD-ROM</b>
<b>4</b>	<b>The Bible</b>	<b>WTL 4.1 and Bible study</b>	<b>TB Y4</b>
<b>4</b>	<b>Trust in God - Advent</b>	<b>WTL 4.2</b>	<b>TB Y4 CD-ROM</b>

5	Creation	WTL 5.1	TB Y5 CD-ROM
5	Inspirational People Vocations – (Sacrament of Ordination)	WTL 5.3	TB Y5 CD-ROM
5	Hope (Advent)	Come and See	Refer to Levels of Attainment Grid
6	The Kingdom of God	WTL 6.1	TB Y6 CD-ROM
6	Justice – Advent	WTL 6.2	TB Y6 CD-ROM

## Diocese of East Anglia - RE Curriculum Plan for Primary Schools

### Spring Term

### The Word of God (God the Son)

Whole School to include:

- Prayer: – see below
- ACTS: - Prayers of Adoration (Praise), Confession (Sorry), Thanksgiving, and Supplication (Asking)

Whole School to include elements of:

- LOCAL SAINTS
- CAFOD, UNICEF, MISSION TOGETHER, AID TO THE CHURCH IN NEED

YEAR GROUP	THEME	RESOURCE MATERIAL	ASSESSMENT ACTIVITIES
EYFS	Getting to Know Jesus	WTL F3 CD-ROM	CD-ROM – DMD
EYFS	Sorrow and Joy	WTL F4	CD-ROM – DMD
EYFS	Growing – Giving - Lent	Come and See p119	DMD
<b>Prayer – focus on class prayers, school prayers, sorry prayers and prayer corner Heartroom/school resources - AT2 Reflection and Contemplation</b>			
1	Families and Celebrations – (Presentation Story)	WTL 1.3	TB Y1 CD-ROM
1	Prayer – Intro within Unit 1 (see above)	WTL 1.4	TB Y1 CD-ROM
1	Giving: Change - Lent	Come and See	Refer to Levels of Attainment Grid

<b>Prayer – Our Father</b>			
<b>2</b>	<b>The Chosen People – Old Testament - Abraham &amp; Moses</b>	<b>WTL 2.1</b>	<b>TB Y2 CD-ROM</b>
<b>2</b>	<b>The Good News - New Testament (select one or two stories depending on length of term)</b>	<b>WTL 2.3</b>	<b>CD-ROM</b>
<b>2</b>	<b>Giving: Opportunities - Lent</b>	<b>Come and See</b>	<b>Refer to Levels of Attainment Grid</b>
<b>Prayer – Prayers of the Mass – School to decide</b>			
<b>3</b>	<b>Being A Christian</b>	<b>WTL 3.6</b>	<b>TB Y3 CD-ROM</b>
<b>3</b>	<b>Call to Change – Reconciliation Lent</b>	<b>WTL 3.3</b>	<b>TB Y3 CD-ROM</b>

<b>Prayer – Prayers of the Mass – School to decide</b>			
<b>4</b>	<b>Jesus, the Teacher</b>	<b>WTL 4.3</b>	<b>TB Y4 CD-ROM</b>
<b>4</b>	<b>Jesus, the Saviour</b>	<b>WTL 4.4</b>	<b>TB Y4 CD-ROM</b>
<b>Prayer – Prayers of the Mass – School to decide</b>			
<b>5</b>	<b>God’s Covenant (The Commandments)</b>	<b>WTL 5.2</b>	<b>TB Y5 CD-ROM</b>
<b>5</b>	<b>Reconciliation</b>	<b>WTL 5.4</b>	<b>TB Y5 CD-ROM</b>
<b>Prayer – Prayers of the Mass – School to decide</b>			
<b>6</b>	<b>Jesus, Bread of Life</b>	<b>WTL 6.3</b>	<b>TB Y6 CD-ROM</b>
<b>6</b>	<b>Jesus, Son of God</b>	<b>WTL 6.4</b>	<b>TB Y6 CD-ROM</b>



## Diocese of East Anglia - RE Curriculum Plan for Primary Schools

### Summer Term

### Journey with Christ (God the Holy Spirit)

Whole School to include:

- CAFOD, UNICEF, SAVE THE CHILDREN, MISSION TOGETHER, AID TO THE CHURCH IN NEED
- PILGRIMAGES – including National Shrine of Walsingham, Cathedral Church of St John the Baptist, Norwich
- MARY (Month of May – link to Pilgrimages)
- OTHER FAITHS IN ALL YEAR GROUPS – Islam, Hinduism or Sikhism – Come and See (Schools to decide)

New resources also available within the WTL

Whole school to include elements of:

- LOCAL SAINTS

YEAR GROUP	THEME	RESOURCE MATERIAL	ASSESSMENT ACTIVITIES
EYFS	New Life	WTL F5	CD-ROM – DMD
EYFS	Serving: Good News (Pentecost)	Come and See p139	DMD
EYFS	Special Places – The Church	WLT F6	CD-ROM – DMD
1	The Resurrection	WTL 1.5	TB Y1 Assessment CD-ROM
1	Serving: Holidays and holydays (Pentecost )	Come and See	Refer to Levels of Attainment Grid

<b>2</b>	<b>Eastertide</b>	<b>WTL 2.5</b>	<b>TB Y2 CD-ROM</b>
<b>2</b>	<b>The Mass (ensure Mass is celebrated during this topic – children to take leading role)</b>	<b>WTL 2.4</b>	<b>TB Y2 CD-ROM</b>
<b>3</b>	<b>Celebrating Easter &amp; Pentecost</b>	<b>WTL 3.5</b>	<b>TB Y3 CD-ROM TB Y3 CD-ROM</b>
<b>3</b>	<b>The Eucharist or The Mass</b>	<b>Come and See or WTL 3.4</b>	<b>Refer to Levels of Attainment Grid TB Y3 CD-ROM</b>
<b>4</b>	<b>Mission of the Church</b>	<b>WTL 4.5</b>	<b>TB Y4 CD-ROM</b>
<b>4</b>	<b>Belonging to the Church</b>	<b>WTL 4.6</b>	<b>TB Y4 CD-ROM</b>

<b>5</b>	<b>Life in the Risen Lord (Guarding the tomb and the Resurrection)</b>	<b>WTL 5.5</b>	<b>TB Y5 CD-ROM</b>
<b>5</b>	<b>Pentecost - Serving</b>	<b>Come and See</b>	<b>Refer to Levels of Attainment Grid</b>
<b>5</b>	<b>Other Faiths</b>	<b>WTL 5.6</b>	<b>TB Y5 CD-ROM</b>
<b>6</b>	<b>The Work of the Apostles</b>	<b>WTL 6.5</b>	<b>TB Y6 CD-ROM</b>
<b>6</b>	<b>Anointing of the Sick (as part of Pilgrimage)</b>	<b>Come and See Reconciliation - Inter-relating P201 – 216</b>	<b>Refer to Levels of Attainment Grid</b>
<b>6</b>	<b>Vocations and Commitment - The Sacrament of Ordination</b>	<b>Come and See Belonging P70 - 84</b>	<b>Refer to Levels of Attainment Grid</b>

## Curriculum Directory Coverage – Termly

### Autumn Term

### Belonging (God the Father)

<b>Area of Study</b> <b>Opportunities to:</b>	<b>Outcome for pupils</b> <b>Knowledge and understanding:</b>
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Come to know that Jesus tells us about God his Father</li> <li>• Love and to share</li> <li>• Explore the times when they feel special in their family and community</li> <li>• Appreciate their friendship with Jesus through Baptism</li> <li>• Hear the story of Christmas</li> <li>• Learn about Mary</li> <li>• Celebrate and appreciate special days</li> </ul>	<b>Foundation</b> <ul style="list-style-type: none"> <li>• Of God the Father</li> <li>• About God making the world and name some of the things he created.</li> <li>• That God made each of us different and special</li> <li>• That God loves every one of us</li> <li>• That they are special within their family, in their community and to God</li> <li>• That when we help others we are pleasing God</li> <li>• Of Baptism as a welcome and invitation into God’s family</li> <li>• That Christmas is the celebration of the birth of Jesus</li> <li>• Of Mary as the mother of Jesus</li> <li>• Of Sunday as a special day</li> </ul>
<b>CREATION</b> <b>Key Stage One</b> <ul style="list-style-type: none"> <li>• observe beauty, detail and order in creation;</li> <li>• hear, read and explore in Scripture praise of God in creation and the story of creation as God’s work;</li> <li>• investigate and recognise their gifts and growth (e.g. gifts of senses);</li> </ul>	<b>CREATION</b> <b>Key Stage One</b> <ul style="list-style-type: none"> <li>• of the wonder and beauty of creation;</li> <li>• that praise and thanks are expressed in prayer (e.g. creation psalms);</li> <li>• that they have strengths and limitations and gifts from beyond themselves and that these are signs of God’s love;</li> </ul>

<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• recognise responses to creation (e.g. in prayer, art, music etc);</li> <li>• investigate and recognise care for and misuse of God's creation;</li> <li>• hear about God's call to people in the Old Testament;</li> <li>• investigate and recognise that Jesus called people to follow him;</li> <li>• observe and recognise ways in which people of today can hear and respond to God's call;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• that God calls everyone to care for all creation with love and respect;</li> <li>• that God calls people and they respond;</li> <li>• that Jesus called people to follow him;</li> <li>• that love and service express love of God and response to God's Word and at times this will involve sacrifice;</li> </ul>
<p><b>CATHOLIC</b></p>	<p><b>CATHOLIC</b></p>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• Church as the body of Christ led by the Pope</li> <li>• 'church' as a 'house of God' where God's People gather with Jesus;</li> <li>• ways in which a Christian family and parish share and celebrate life, and show care for one another;</li> <li>• church buildings and furnishing and how people show respect and reverence in church;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• the Our Father;</li> <li>• that through Jesus, the Son of God, the Church is united in prayer, service, thanksgiving and celebration;</li> <li>• that belonging and love may be expressed in many different ways in a community;</li> <li>• that the Pope is the Leader of the Church</li> <li>• that a church building is a holy gathering place where everyone is welcome and where the community share and celebrate life, and worship together</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities);</li> <li>• opportunities they have to be the church in the parish, diocese and world-wide Church;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• that the Good News Jesus lived and taught reveals God's love and forgiveness and brings joy and new life;</li> <li>• that all Christians share the responsibility of being a sign of God's love;</li> <li>• about organisation of Church life – parochial, diocesan and world-wide;</li> </ul>

<b>CHURCH</b>	<b>CHURCH</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• relationships they have in the family, at school, in the parish, neighbourhood, world;</li> <li>• ways of belonging to and being community;</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• of how people belong to the Church - domestic (family), local (parish and diocese), universal (world-wide);</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• key images of the Church used in Scripture and Tradition;</li> <li>• the implications of this imagery for community life;</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• that Jesus Christ is the source of the Church's unity and holiness;</li> <li>• that belonging to the Church brings privileges and responsibilities</li> </ul>
<b>THE HUMAN COMMUNITY</b>	<b>THE HUMAN COMMUNITY</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• observe and recognise what brings happiness or sadness;</li> <li>• hear about and explore signs of God's care and blessings: in creation, in Scripture and in human life;</li> <li>• recognise and respond to opportunities to share activities, resources, etc;</li> <li>• observe and recognise similarity, equality and difference;</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• that friendship and community life brings joy and challenges;</li> <li>• that God's blessings in creation are many and varied;</li> <li>• that people are alike and different and contribute to the life of a community in different ways;</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• the diversity and richness of creation;</li> <li>• the joys and challenges of human community;</li> <li>• the value and challenge of differences between individuals and peoples;</li> <li>• the values of sharing, showing respect and care for others;</li> <li>• respect for community values and life of other cultures and other faith communities;</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• that the natural world is God's gift to all people;</li> <li>• of the nature of community life;</li> <li>• of diversity as a source of blessing and strength as well as a challenge;</li> <li>• of generosity and unselfishness;</li> <li>• that everyone is called to cherish and conserve creation;</li> </ul>

<b>ONE AND HOLY</b>	<b>ONE AND HOLY</b>
<b>Key Stage One / Key Stage Two</b> <ul style="list-style-type: none"> <li>• 'Church' as the People of God made one by Jesus, a community which shares love and life;</li> <li>• roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope);</li> <li>• the role of Mary and her 'yes' to God's Word; Mary as Mother of Jesus, as the first disciple and Mother of the Church</li> <li>• God's call to key figures in the history of the People of God, past and present;</li> </ul>	<b>Key Stage One / Key Stage Two</b> <ul style="list-style-type: none"> <li>• that Jesus is the Head of the Church, the One who leads God's People;</li> <li>• that God calls individuals and communities to share life and show care for each other;</li> <li>• that the Church remembers and honours Mary for her response to God (Hail Mary);</li> <li>• of different forms of ministry in the Church (e.g. Eucharistic minister, reader, deacon, priest, etc.);</li> </ul>
<b>BAPTISM</b>	<b>BAPTISM</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• hear about, explore and become familiar with the main rites and symbols of Baptism</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• that Baptism is a beginning and a welcome into the Church;</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• some ways people enter into the communion of the Church ;</li> <li>• the rites of Baptism and the response they invite;</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• that Sacraments express and deepen communion with Jesus;</li> <li>• of the promises of Baptism and how they are to be lived and renewed;</li> </ul>
<b>MATRIMONY</b>	<b>MATRIMONY</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• hear about and explore ways in which Jesus showed love and care;</li> <li>• hear about and recognise the love of parents expressed in family life</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• that love is expressed in giving and receiving;</li> <li>• that people love and care for each other in different way</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• ways in which love and commitment are important in human life;</li> <li>• and be able to name the Sacrament of Matrimony and to explain their significance in their own words (Rite of Holy Matrimony);</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• of the significance of love and commitment for family and community life;</li> <li>• that marriage is a special form of commitment and service;</li> </ul>

## Spring Term

## The Word of God (God the Son)

<b>Area of Study</b> <b>Opportunities to:</b>	<b>Outcome for pupils</b> <b>Knowledge and understanding:</b>
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Listen to stories about Jesus</li> <li>• Join in celebrations</li> <li>• Experience praying with others</li> <li>• Explore and experience God’s love for each and everyone</li> <li>• Make simple choices and to say sorry</li> <li>• Hear the story of Easter</li> <li>• Listen to stories from the Old Testament</li> </ul>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• That Jesus is God’s Son</li> <li>• That Jesus helps us to make good choices</li> <li>• That our actions can hurt others</li> <li>• That Jesus forgave those who hurt him</li> <li>• That we can forgive other people when they hurt us</li> <li>• Of simple celebrations</li> <li>• That prayer is talking and listening to God</li> <li>• Of when they are making good and bad choices and when to say sorry</li> <li>• Of Jesus’ death and Resurrection</li> </ul>
<p><b>SCRIPTURES</b></p>	<p><b>SCRIPTURES</b></p>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• hear, read, explore and reflect upon:             <ul style="list-style-type: none"> <li>- a variety of Scripture imagery which speaks of God</li> <li>- stories of significant people in the Old and New Testament;</li> </ul> </li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• that the Bible is God’s book;</li> <li>• that Scripture stories reveal and hand on good news about God and contain messages about life;</li> <li>• that the Church uses and reverences the Bible;</li> </ul>



<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>hear, read and explore key imagery that speaks of God in the Old Testament and the Gospels;</li> <li>hear about and explore the Bible;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>that human language seeks imagery to express the mystery of God;</li> <li>of how to find their way round the Bible;</li> <li>that there are different types of literature in the Bible;</li> <li>that the Bible is God's living Word, written under the guidance of the Holy Spirit, taught and handed on in the living Tradition of the Church;</li> <li>that the first five books of the Old Testament are the Torah (Law) of Jewish faith;</li> </ul>
<p><b>PRAYER</b></p>	<p><b>PRAYER</b></p>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>to hear, use and join in prayers from Scripture and tradition;</li> <li>to use their own words for prayer;</li> <li>to hear about and explore Jesus' prayer to his Father;</li> <li>to hear about and explore ways in which people pray in church.</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>of some traditional prayers of the Church;</li> <li>of how to pray together;</li> <li>that they can speak to God in formal prayer and in their own words;</li> <li>that in prayer, God speaks.</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>prayer in the life of Jesus ;</li> <li>the prayer Jesus taught his friends (Our Father) and its significance;</li> <li>a variety of prayers and prayer forms, formal and informal used for personal and community prayer;</li> <li>respect for celebrations of other faith communities and appreciation that prayer has a place in their life.</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>that Jesus prayed and taught his disciples to pray;</li> <li>of some traditional prayers;</li> <li>of the variety of forms of prayer in the Church;</li> <li>that other faith communities have significant celebrations and a variety of forms of prayer.</li> </ul>

<b>RECONCILIATION AND THE SACRAMENT OF THE SICK</b>	<b>RECONCILIATION AND THE SACRAMENT OF THE SICK</b>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>recognise and explore the need to say sorry and ask forgiveness;</li> <li>hear about and explore the Good News of God's love and forgiveness in Old and New Testament and the prayers of the Mass;</li> <li>hear about and explore Gospel accounts of how Jesus gave individuals the chance to change;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>that Jesus brings the good news of God the Father's love and forgiveness;</li> <li>that God's love helps people to change and to choose what is good;</li> <li>that at times everyone needs to say sorry and ask forgiveness;</li> <li>simple prayers of love and sorrow;</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>Jesus' attitudes to sinners and his teaching about sorrow and forgiveness;</li> <li>their freedom to choose and responsibility to choose the good;</li> <li>the practice of examination of conscience and its significance for Christian living;</li> <li>the rite of Reconciliation and its significance;</li> <li>the rite of Anointing the sick and its significance</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>of God's love and mercy which are freely given;</li> <li>that review of life is important for Christian living;</li> <li>that the sacrament of Reconciliation is a celebration of God's love and forgiveness;</li> <li>of contrition, confession, absolution and a firm purpose of amendment;</li> <li>Anointing the Sick as a celebration of God's healing love and power</li> </ul>
<b>LOVE OF GOD</b>	<b>LOVE OF GOD</b>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>hear about and explore passages in Scripture which express joy and trust in God's love;</li> <li>become familiar with words of Jesus which speak of his Father's love;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>that God's love is a source of joy and trust;</li> <li>that Jesus told people about the love of God his Father and showed them what it was like;</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>how love of God is shown in obedience to God's commandments;</li> <li>Sunday as the Lord's day;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>that the commandments are guides in loving God;</li> <li>that worship and obedience are responses to God's love;</li> </ul>

LAW, GRACE, SIN	LAW, GRACE, SIN
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• recognise love shown to them and to explore opportunities to show love towards others;</li> <li>• recognise responses that are not loving and failures to show love and care;</li> <li>• explore Scripture passages which reveal God’s love (e.g. psalms of thanks, trust, calls for help);</li> <li>• hear about Jesus’ commandment ‘Love one another as I have loved you’;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• of opportunities to give and receive love;</li> <li>• that for failure to show love and care people say sorry;</li> <li>• that God is faithful and loves everyone without distinction;</li> <li>• that Jesus gave an invitation to follow his way of love</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• Gospel accounts which show the love and complete self-giving of Jesus;</li> <li>• the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life;</li> <li>• sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• that Jesus reveals the love and mercy of God his Father for every single person;</li> <li>• of the new life and new creation that is God the Father’s gift in Jesus;</li> <li>• of the need for sorrow and forgiveness;</li> </ul>

## Summer Term

## Journey with Christ (God the Holy Spirit)

Area of Study – opportunities to:	Outcome for pupils – knowledge and understanding:
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• To listen to Eastertide stories</li> <li>• To listen to the story of the Ascension</li> <li>• To listen to the story of Pentecost</li> </ul>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• That they belong to God’s family</li> <li>• About what they have seen in church</li> <li>• That we call the Church the family of God and that we can all belong to this family</li> <li>• That Jesus rose from the dead</li> <li>• That after God gave Jesus new life he appeared to his special friends</li> <li>• That Jesus is always with us</li> <li>• Of Eastertide stories</li> <li>• Of the story the Ascension</li> <li>• Of the story of Pentecost</li> </ul>
<p><b>THE HOLY SPIRIT</b></p>	<p><b>THE HOLY SPIRIT</b></p>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• hear, read and become familiar with the story of the coming of the Holy Spirit at Pentecost.</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>• that Jesus’ promise to send the Holy Spirit is fulfilled at Pentecost and this marks the beginning of the Church</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• hear, read and explore the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• that the coming of the Holy Spirit transformed Jesus’ disciples and was the beginning of the life of the Christian Church.</li> </ul>

<b>EUCCHARIST AND CONFIRMATION</b>	<b>EUCCHARIST AND CONFIRMATION</b>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>hear about and explore ways in which Jesus invited men and women to friendship and discipleship;</li> <li>hear about, explore and become familiar with the main rites and symbols of Confirmation;</li> <li>hear the story of the Last Supper;</li> <li>hear about and become familiar with the main aspects of the Eucharistic celebration and prayers used at Mass;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>that Jesus invited men and women to share his life;</li> <li>that Baptism is a beginning and a welcome into the Church;</li> <li>that Confirmation celebrates the gift of the Holy Spirit;</li> <li>that in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper;</li> <li>that in the Eucharist Jesus gives himself;</li> <li>that the Eucharist is communion with Jesus and the family of the Church;</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>words and images Jesus used to express communion (e.g. I am the vine and you are the branches);</li> <li>some ways people enter into the communion of the Church ;</li> <li>the rites of Confirmation and the response they invite;</li> <li>the broad structure of the Eucharist;</li> <li>the significance of the Church's names for this Sacrament: the Mass, Eucharist, the Lord's Supper, the Breaking of Bread;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>that everyone is called to be a disciple growing to be more like Jesus;</li> <li>that Sacraments express and deepen communion with Jesus;</li> <li>of the significance of anointing in Confirmation;</li> <li>of what the Church is doing in the celebration of the Eucharist;</li> <li>that participation in the Eucharist is sharing the prayer, thanksgiving and sacrifice of Jesus;</li> </ul>
<b>TRINITY</b>	<b>TRINITY</b>
<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>recognise relationships of love (e.g. parent, child) and love received and given (e.g. sharing);</li> <li>recognise and become familiar with the sign of the cross;</li> </ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>of loving relationships and sharing;</li> <li>that the sign of the cross names Father, Son and Holy Spirit and is a sign of love and blessing;</li> </ul>
<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>recognise joy, giving and receiving and challenge in relationships;</li> <li>hear about and explore how Jesus spoke of God his Father and the Holy Spirit;</li> </ul>	<p><b>Key Stage Two</b></p> <ul style="list-style-type: none"> <li>that Jesus, God the Son, shows his love for his Father (Abba) and the Father's love for all;</li> <li>that the Holy Spirit, the Helper, is the gift which Jesus promised;</li> </ul>

<b>APOSTOLIC</b>	<b>APOSTOLIC</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• the way Jesus proclaimed the Good News in what he did and said;</li> <li>• the way Jesus gathered and formed a community of disciples and the life they shared;</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• that Jesus' life and mission is the Gospel (Good News);</li> <li>• that Jesus called men and women to share his life and his mission;</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• the ways Jesus proclaimed Good News to everyone he met and the variety of responses made;</li> <li>• the life and growth of the first Christian communities (e.g. Paul, Stephen);</li> <li>• the teaching role of the apostles (e.g. through New Testament letters);</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• of how the Church spread through the first Christian communities;</li> <li>• that Jesus's teaching is handed down through local Churches;</li> <li>• of what Jesus taught about authority and service (e.g. washing of the feet)</li> </ul>
<b>MISSION</b>	<b>MISSION</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• how people who heard the Good News of Jesus began to share a way of life;</li> <li>• opportunities today to live and share life following the example of Jesus.</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>• that the Church is the community which continues Jesus' mission to proclaim Good News to the whole world;</li> <li>• that the Church is men, women and children who try to follow the example of Jesus.</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• how the local church is 'good news' for people and how everyone can have a part in this;</li> <li>• how the school community has opportunities to be 'good news' for others;</li> <li>• respect for the writings and holy people of other faith communities in England and Wales.</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>• of Christian responsibility for the sign we give and the Church's mission;</li> <li>• that everyone has a place in the Church and opportunities to live and share its life;</li> <li>• that love and service of God and others are universal human values and signs of God's Spirit in the world.</li> </ul>

<b>LOVE OF NEIGHBOUR</b>	<b>LOVE OF NEIGHBOUR</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>hear about and recognise what neighbours are;</li> <li>hear about and explore Jesus' call to 'love your neighbour as yourself'.</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>of what it means to have and to be a neighbour;</li> <li>that Jesus asked his followers to love every neighbour.</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>ways love of neighbour can be shown at home, at church, locally and globally;</li> <li>the Christian values which inform love of neighbour and oneself;</li> <li>ways in which care for others is important for other faith communities.</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>that the commandments are guides to true love of oneself and others;</li> <li>of Christian values of justice, compassion, truthfulness and respect;</li> <li>that other faith communities have codes of behaviour based on their beliefs.</li> </ul>
<b>HOLY ORDERS</b>	<b>HOLY ORDERS</b>
<b>Key Stage One</b> <ul style="list-style-type: none"> <li>hear about and explore ways in which Jesus showed love and care;</li> <li>hear about and recognise the role of a priest in the love and service of God's family;</li> </ul>	<b>Key Stage One</b> <ul style="list-style-type: none"> <li>that love is expressed in giving and receiving;</li> <li>that people love and care for each other in different ways;</li> </ul>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>ways in which love and commitment are important in human life;</li> <li>and be able to name the Sacrament of Ordination and to explain their significance in their own words;</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>of the significance of love and commitment for community life;</li> <li>that priesthood is special forms of commitment and service;</li> </ul>
<b>CATHOLIC</b>	<b>CATHOLIC</b>
<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>the life of the Church in other parts of the world (e.g. customs and traditions, universal saints);</li> </ul>	<b>Key Stage Two</b> <ul style="list-style-type: none"> <li>that the Church is world-wide and multi-cultural;</li> </ul>

## Curriculum Directory Coverage for the whole year

## Themes from the Catholic Directory which occur throughout the Liturgical Year:

<b>JESUS CHRIST, SON OF GOD:</b>	
<b>Area of Study Opportunities to:</b>	<b>Outcomes for pupils Knowledge and Understanding:</b>
<b>Foundation:</b> <ul style="list-style-type: none"> <li>• Experience liturgical celebrations in a variety of simple settings;</li> </ul>	<ul style="list-style-type: none"> <li>• Of a range of simple celebrations</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Hear, read and explore the Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension;</li> <li>• Hear about, read and explore Gospel accounts of how the lives of men and women were changed by their encounters with Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• That God his Father prepared the People of Israel for the Coming of Jesus;</li> <li>• That Jesus was born a Jew and lived in faithful observance of Jewish tradition;</li> <li>• That the Gospels proclaim that Jesus is the fulfilment of God's promises;</li> <li>• That in word and deed Jesus revealed the love and mercy of God his Father;</li> <li>• That people's lives were changed by their response to Jesus;</li> <li>• That Jesus' death on the cross expressed his love for his Father and for all people and changed the world</li> </ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"> <li>• Hear, read and become familiar with the main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday, Easter Sunday;</li> </ul>	<ul style="list-style-type: none"> <li>• That Jesus reveals the Good News of God his Father;</li> <li>• That Jesus is the Son of God;</li> <li>• That Mary heard God and said 'Yes';</li> <li>• That the cross is the sign of Jesus' love for his Father and for us;</li> </ul>



LITURGY	LITURGY
<b>Area of Study Opportunities to:</b>	<b>Outcomes for pupils Knowledge and Understanding:</b>
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Take part in celebrations of thanks and praise</li> </ul>	<ul style="list-style-type: none"> <li>• That celebrations give happiness and love</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Take part in celebrations which express thanks and praise;</li> <li>• Recognise the place and value of celebrations in family, school and parish;</li> <li>• Head about the Church's celebrations of Sunday as a special day;</li> <li>• Become familiar with some ways the Church celebrates major seasons of the liturgical year;</li> </ul>	<ul style="list-style-type: none"> <li>• That celebrations express thanksgiving, joy, unity and love;</li> <li>• That Sunday is a special day of celebration for the Church;</li> <li>• Of the major feasts and seasons of the liturgical year;</li> </ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"> <li>• Celebrations which mark significant events in people's lives;</li> <li>• The Church's celebrations of significant events in the life of Jesus;</li> <li>• Sunday as a significant day in the life of the local Church;</li> </ul>	<ul style="list-style-type: none"> <li>• That the celebration of significant events expresses thanksgiving and joy in growth and change;</li> <li>• That the Church celebrates the life and love of Jesus Christ, the Son of God;</li> <li>• Of the customs and traditions of major liturgical feasts and seasons;</li> </ul>
<b>SACRAMENTS</b>	<b>SACRAMENTS</b>
<b>Area of Study Opportunities to:</b>	<b>Outcomes for pupils Knowledge and understanding:</b>
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Appreciate their friendship with Jesus through Baptism</li> </ul>	<ul style="list-style-type: none"> <li>• Of Jesus as their special friend</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Hear about and explore celebrations in the life of Jesus;</li> <li>• Become familiar with signs and symbols used by the Church;</li> </ul>	<ul style="list-style-type: none"> <li>• That Jesus celebrated the blessings of God his Father;</li> <li>• Of the significance and variety of signs and symbols in the life of the Church</li> </ul>

**Key Stage 2**

- Elements of sacramental celebration (eg blessing, exchanging greetings, praise);
- Community prayer – through taking part in and preparing simple celebrations;
- Signs and symbols and their significance in liturgy;

- Of patterns and forms of liturgical prayer;
- That Jesus promised to be present where people gather in his name;
- Of how to participate in and prepare simple celebrations;
- Of the significance and power of signs and symbols;

## Themes from the Catholic Directory which link to Values:

THE DIGNITY OF THE HUMAN PERSON	THE DIGNITY OF THE HUMAN PERSON
<b>Areas of Study Opportunities to:</b>	<b>Outcomes for pupils Knowledge and Understanding:</b>
<b>Foundation:</b> <ul style="list-style-type: none"> <li>• Form and enjoy good relationships with peers and with adults in the school community;</li> </ul>	<ul style="list-style-type: none"> <li>• Of the importance of good relationships and they respect each other and respect adults;</li> </ul>
<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>• Recognise their human qualities and gifts and those of others;</li> <li>• Develop self-esteem and respect for others;</li> <li>• Hear about, read and explore ways in which Jesus showed love and respect for others;</li> </ul>	<ul style="list-style-type: none"> <li>• That God loves and creates each person individually;</li> <li>• That God’s love is shown in the qualities and gifts every person has;</li> <li>• That Jesus gives an example of love and respect for others;</li> </ul>
<b>Key Stage 2:</b> <ul style="list-style-type: none"> <li>• Appreciate human gifts and qualities and the physical world as gifts and signs of God’s love;</li> <li>• Appreciate how such gifts may be used, neglected or abused;</li> <li>• Appreciate the Gospel message that Jesus brings fullness of life for all people: the Beatitudes;</li> </ul>	<ul style="list-style-type: none"> <li>• That every human person is made ‘in the image of God’ and is called to reflect God’s love;</li> <li>• Of what Jesus teaches about happiness and the love of his Father for all people;</li> <li>• That individuals and communities must make choices about attitudes to human strengths and weaknesses;</li> </ul>
FREEDOM, RESPONSIBILITY AND CONSCIENCE	FREEDOM, RESPONSIBILITY AND CONSCIENCE
<b>Areas of Study Opportunities to:</b>	<b>Outcomes for pupils Knowledge and Understanding:</b>
<b>Foundation:</b> <ul style="list-style-type: none"> <li>• Learning to say sorry and to take responsibility for choices and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Of when to use these appropriately</li> </ul>

<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• Hear about, recognise and explore ways in which they are free to choose;</li> <li>• Recognise and explore opportunities to take responsibility for themselves and towards others;</li> <li>• Explore Scripture passages which illustrate freedom and responsibility in the choices people made;</li> <li>• Hear about the Holy Spirit as the Helper Jesus promised his Church;</li> </ul>	<ul style="list-style-type: none"> <li>• That God gives freedom to everyone as a gift;</li> <li>• That freedom brings responsibilities;</li> <li>• That choices affect ourselves and others;</li> <li>• That the Holy Spirit guides the Church to follow Jesus;</li> </ul>
<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the joys and challenges that freedom and responsibility bring;</li> <li>• Appreciate conscience as a gift to be developed through the practice of examination of conscience;</li> <li>• Appreciate accounts in Scripture of God's invitations and a variety of responses;</li> <li>• Explore the motives and emotions which influence choices;</li> </ul>	<ul style="list-style-type: none"> <li>• Of what nourishes and what damages human relationships and relationship with God;</li> <li>• Of the joys and challenges relationships bring;</li> <li>• That God calls and invites a free response;</li> <li>• That emotion are gifts to be valued and used responsibly;</li> <li>• That recognising motives and taking responsibility for them is important;</li> </ul>

**The Way, the Truth and the Life -**

WTL Pupil book PB / Teacher Books TB Y1 – Y6

CD-ROM Weekly Lesson plans available (£300)

CD-ROM Foundation Stage

CD-ROM Y1 & 2 Power point Presentations

CD-ROM Y3, 4, 5 (6 to follow)

CD-ROM Assessment for Learning

**Come and See**

Teacher Books and On-line resources (subscription required)

God's Story Books and CDs

Church's Story Books and CDs

**Music Book Resources**

Laudate

Hymns Old and New

Share the Light

Taize

Celebration Hymnal

Resources also available from:

Cafod

Unicef

Mission Together

Save the Children

Aid to the Church in Need

**Additional Resources:**

Busted Halo

The Whoosh Bible

The Guardian Eye Witness

Visits to Anglican Cathedrals

## Websites:

[www.catholiceducation.org.uk](http://www.catholiceducation.org.uk)

[www.reonline.co.uk](http://www.reonline.co.uk)

[www.request.org.uk](http://www.request.org.uk)

[www.cafod.org.uk](http://www.cafod.org.uk)

[www.missiontogether.co.uk](http://www.missiontogether.co.uk)

[www.oxfam.org.uk](http://www.oxfam.org.uk)

[www.unicef.org.uk](http://www.unicef.org.uk)

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

[www.acnuk.org](http://www.acnuk.org) (Aid to the Church in Need)

[www.rcdea.org.uk](http://www.rcdea.org.uk) (East Anglia)

[www.rcadc.co.uk](http://www.rcadc.co.uk) (Cardiff)

[www.rcdhn.org.uk](http://www.rcdhn.org.uk) (Hexham & Newcastle) Come and See

[www.dioceseofleeds.org.uk](http://www.dioceseofleeds.org.uk) (Leeds) WTL

[www.nottingham-diocese.org.uk](http://www.nottingham-diocese.org.uk) (Nottingham) Come and See

[www.rcdow.org.uk](http://www.rcdow.org.uk) (Westminster)

<http://storykeepers.com>

[www.maa.mhn.de/StarDate/publ\\_holidays.html](http://www.maa.mhn.de/StarDate/publ_holidays.html) - basic liturgical calendar dates to 2078

[www.ecre.co.uk](http://www.ecre.co.uk)

[www.liturgyoffice.org.uk/calendar](http://www.liturgyoffice.org.uk/calendar) - Full liturgical calendar for this and next year including feast days

<https://laudatosi.com> also see CAFOD website

[www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)

[www.freebibleimages.org](http://www.freebibleimages.org) - video and image resources

[www.biblegateway.com](http://www.biblegateway.com) – online bibles

## Values Education

Increasingly schools are giving a great deal of thought to the values which they are trying to promote. They believe that the ethos of schools should be built on a foundation of core values such as honesty, respect, happiness, responsibility, tolerance and peace. They form the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. They encourage pupils to consider these values in an explicit and structured way, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be adults mindful of values that underpin positive relationships in adult society. Faith schools refer to these values as Christian or Gospel values.

Schools may decide to choose to focus on one value per month (excluding August) as a two-year rolling programme.

The table below is a suggested list of values. The order is linked to the liturgical and academic years and, wherever possible, the Diocesan of East Anglia - RE Curriculum Plan for Primary Schools.

<b>Month</b>	<b>Year A</b>	<b>Year B</b>
September	Responsibility	Community & Co-operation
October	Thankfulness	Creation
November	Respect and Reverence	Justice
December	Hope	Trust
January	Truthfulness	Generosity
February	Compassion	Peace
March	Forgiveness	Wisdom
April	Friendship	Happiness
May	Service	Humility
June	Tolerance	Tolerance
July	Courage	Perseverance

These values can be addressed directly through lessons, through acts of worship and should permeate the whole curriculum and Catholic life of the school.

Further detail and resources can be found at:

[www.livingvalues.net/books.html](http://www.livingvalues.net/books.html)

Publications to order include: "Living Values Activities for Children Ages 3-7", "Living Values Activities for Children Ages 8-14"

An excellent set of value posters can be downloaded free of charge

This site includes useful guidance for schools starting to consider introducing a values programme

[www.livingvalues.net/reference/excellence.html](http://www.livingvalues.net/reference/excellence.html)

[www.values-education.com](http://www.values-education.com)

This site includes useful guidance for schools starting to consider introducing a values programme.

[www.christianvalues4schools.org.uk](http://www.christianvalues4schools.org.uk)

Gloucester Anglican Diocese have produced a useful resource to support values education, called "Values for Life". This resource can be ordered at [www.gloucester.anglican.org/resources/jfish](http://www.gloucester.anglican.org/resources/jfish)

Recommended reading:

"The Little Book of Values", Julie Duckworth

"A Quiet Revolution", Francis Farrer



**NBRIA Levels of Attainment**

**Appendix E**

**AT 1: Learning about religion: Knowledge and Understanding of:**

<b>Level</b>	<b>i) beliefs, teachings and sources</b>	<b>ii) celebration and ritual</b>	<b>iii) social and moral practices and way of life</b>
	<b>I can</b>	<b>I can</b>	<b>I can</b>
<b>1.</b>	remember a Christian story and talk about it.	use the right names for some Christian objects and actions.	say some of the things Christians do.
<b>2.</b>	tell a Christian story.	talk about some Christian objects and actions.	talk about some of the things Christians do.
<b>3.</b>	tell a Christian story and, from it, say some things that Christians believe.	say why some objects and actions are used by Christians.	say why Christians do something.
<b>4.</b>	describe the links between some Christian stories and what Christians believe and feel about their faith	describe different ways in which groups of Christians pray and worship	describe how what Christians believe affects their lives.
<b>5.</b>	describe and explain how important Christian beliefs began.	describe and explain different types of prayer and worship.	describe and explain different ways in which Christians respond to social and moral issues.
<b>6.</b>	explain how Christians, and people of other faiths, provide answers to important questions.	explain the significance of different types of worship for believers.	explain how religious beliefs influence moral values and behaviour.
<b>7.</b>	explain various religious beliefs from a wide range of sources and evidence.	explain the nature, purpose and significance of religious celebrations.	evaluate the ways of life of different religious groups, with reference to their history and culture.
<b>8.</b>	analyse a wide range of beliefs, making reference to the texts used and how believers interpret them.	analyse and interpret varied religious and spiritual expression.	analyse the impact of a belief system on the way of life of individuals, communities and societies.
<b>EP.</b>	provide a coherent and detailed analysis of faith, religion and belief	evaluate in depth the nature of religious and spiritual expression in contemporary society.	provide a coherent philosophical and evaluative account of the relationship between belief systems and ways of live.

**NBRIA Levels of Attainment**

**Appendix E**

**AT 2: Learning from religion: Reflection on Meaning**

<b>Level</b>	<b>i) engagement with own and other's beliefs and values</b>	<b>ii) engagement with questions of meaning and purpose</b>	<b>iii) journeying in reflection and contemplation</b>
	<b>I can</b>	<b>I can</b>	<b>I can</b>
<b>1.</b>	talk about what happens to me and how I feel.	say what I find interesting or puzzling.	reflect quietly.
<b>2.</b>	discuss with others what we do and how we feel.	discuss with others what I find interesting or puzzling.	take part in times of reflection in different situations.
<b>3.</b>	say how I and other people are affected by what we believe and feel.	ask questions about life and compare my ideas with other peoples' ideas.	show that I understand the importance of stillness and quiet during times of prayer and reflection.
<b>4.</b>	describe how what I and other people do is affected by what we believe and value.	use Christian teaching to think about the meaning of life.	appreciate what is needed (place, time, focal point, stimulus) for prayer, reflection and contemplation.
<b>5.</b>	describe and explain what beliefs and values influence me and others.	describe and explain how Christian beliefs explain the meaning and purpose of life.	explore how different situations help us to pray, reflect and contemplate.
<b>6.</b>	explain reasons for my own and others' beliefs and values and the challenges of being a Christian.	explain, with reference to religious belief, my own and others' answers to the meaning of life.	explain how different forms of prayer, reflection and contemplation are important to people.
<b>7.</b>	evaluate different religious beliefs and world views.	evaluate religious and non-religious views and beliefs on the meaning and purpose of life.	show how reflection and contemplation can give me, and other people, insights into our lives and our relationship with God.
<b>8.</b>	analyse and justify my own and others' religious beliefs and world views.	justify my own views and ideas on the meaning of life, using evidence, arguments, examples and reflection.	reflect and analyse with other people a wide range of views about the worth of prayer, reflection and contemplation.
<b>EP.</b>	provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	provide an independent, informed and well-argued account of my own and others' views on the meaning of life.	reflect quietly.

NB: These levels have to be interpreted in terms of what can be reasonably expected of a typical 5-14 year old. Rev Dr Philip Mangham M Th, M Ed, PhD, NPQH

**AT1: Learning about Religion: Knowledge and Understanding of:**

Strand \ Level	i) beliefs, teachings and sources	ii) celebration and ritual
	Pupils	Pupils
1	Recognise some religious stories.	Recognise some religious signs and symbols and use some religious words and phrases.
2	Retell some special stories about religious events and people.	Use religious words and phrases to describe some religious actions and symbols.
3	Make links between religious stories and beliefs.	Use a developing religious vocabulary to give reasons for religious actions and symbols.
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	Use religious terms to show an understanding of different liturgies.
5	Identify sources of religious belief and explain how distinctive religious beliefs arise.	Describe and explain the meaning and purpose of a variety of forms of worship.
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues.	Explain the significance for believers of different forms of religious and spiritual celebration.
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence.	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration.
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them.	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression.
EP	Provide a coherent and detailed analysis of faith, religion and belief.	Evaluate in depth the nature of religious and spiritual expression in contemporary society.

**AT 2: Learning from Religion: Reflection on Meaning**

iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
Pupils	Pupils	Pupils
Recognise that people because of their religion act in a particular way.	Talk about their own experiences and feelings.	Say what they wonder about.
Describe some ways in which religion is lived out by believers.	Ask and respond to questions about their own and others' experiences and feelings.	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer.
Give reasons for certain actions by believers.	Make links to show how feelings and beliefs affect their behaviour and that of others.	Compare their own and other people's ideas about questions that are difficult to answer.
Show understanding of how religious belief shapes life.	Show how own and others' decisions are informed by beliefs and values.	Engage with and respond to questions of life in the light of religious teaching.
Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	Explain what beliefs and values inspire and influence them and others.	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.
Explain how religious beliefs and teaching influence moral values and behaviour.	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.	Explain with reference to religious beliefs their own and others' answers to questions of meaning.
Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences.	Articulate their own critical response(s) to different religious beliefs and world views.	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose.
Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies.	Critically analyse and justify own and others' religious beliefs and world views.	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose.
Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life.	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfilment with reference to religious and moral traditions and standpoints.

**1 REVELATION: DEI VERBUM**

- 1 KNOWING AND LOVING GOD
  - 1 The Nature of Revelation: How Do We Know About God?
  - 2 The Nature of Revelation: God's gift of himself
  - 3 Faith: the response to God's self-Revelation
- 2 THE SCRIPTURES
  - 1 Divine Inspiration
  - 2 How the Bible came to be
  - 3 Sacred Scripture in the life of the Church
  - 4 Understanding scripture
  - 5 The Shape of the Bible
- 3 CREATION
  - 1 The Creation of the World and our First Parents
  - 2 The fall from grace: Original Sin
- 4 THE TRINITY
  - 1 The Revelation of Jesus about God
  - 2 The Trinity
- 5 JESUS CHRIST, SON OF GOD
  - 1 Jesus Christ, Son of God
  - 2 The Promise of a Messiah and the promise of redemption fulfilled in Jesus
  - 3 The Mystery of the Incarnation
  - 4 Unique role of Mary, the Mother of God
  - 5 Christ Our Light: Redemption through the Paschal Mystery
  - 6 Christ Our Life: Jesus, Saviour
- 6 THE HOLY SPIRIT
  - 1 The Holy Spirit
  - 2 The Holy Spirit in the Church

**2 THE CHURCH: LUMEN GENTIUM**

- 1 WHAT IS THE CHURCH?
  - 1 God's Plan
  - 2 Name and Images
- 2 ONE AND HOLY
  - 1 Unity and Diversity
  - 2 Disunity: The Reformation
  - 3 The Holiness of the Church and the Communion of Saints
  - 4 Mary, Mother of God and of the Church
  - 5 The Church since Vatican II
- 3 CATHOLIC
  - 1 Who belongs to the Catholic Church?
  - 2 Communion
  - 3 A hierarchical Church
- 4 APOSTOLIC
  - 1 Apostolic
  - 2 Pope and Bishops
- 5 MISSION
  - 1 Mission
  - 2 Vocation to mission
  - 3 Proclamation, Dialogue and Ecumenism

**3 CELEBRATION:****SACROSANCTUM CONCILIIUM**

- 1 LITURGY
  - 1 What is liturgy?
  - 2 God's plan of blessing
- 2 SACRAMENTS
  - 1 The Paschal Mystery and the Sacramental Nature of the Church
  - 2 Who celebrates?
  - 3 Signs and symbols
  - 4 Liturgical year
  - 5 Seven sacraments
- 3 BAPTISM, CONFIRMATION, EUCHARIST
  - 1 Sacraments of Christian Initiation
  - 2 Baptism
  - 3 Confirmation
  - 4 The Eucharist
  - 5 What is this Sacrament called?
- 4 RECONCILIATION AND THE ANOINTING OF THE SICK
  - 1 Sacraments of Healing
  - 2 Reconciliation:
  - 3 Anointing of the Sick
- 5 HOLY ORDERS AND MATRIMONY
  - 1 Sacraments at the Service of Communion
  - 2 Holy Orders
  - 3 Marriage
- 6 PRAYER
  - 1 What is prayer?
  - 2 A universal call
  - 3 Prayer in Judaism and other religions

**4 LIFE IN CHRIST: GAUDIUM ET SPES**

- 1 THE DIGNITY OF THE HUMAN PERSON
  - 1 Dignity of the human person made 'in the image of God'
  - 2 The desire for happiness
  - 3 Beatitude
  - 4 World Religions: Judaism
  - 5 The Church and Other Non-Christians
- 2 FREEDOM, RESPONSIBILITY AND CONSCIENCE
  - 1 Freedom & Responsibility
  - 2 Conscience
  - 3 Morality of human action
- 3 LAW, GRACE, SIN
  - 1 The Old Law
  - 2 The New Law
  - 3 The Magisterium
  - 4 Grace
  - 5 Virtues
  - 6 Vice and Sin
- 4 THE HUMAN COMMUNITY
  - 1 Human vocation and society
  - 2 Different types of justice
  - 3 Human solidarity
- 5 LOVE OF GOD
  - 1 The Decalogue
  - 2 The First, Second and Third commandments: Love of God
- 6 LOVE OF NEIGHBOUR
  - 1 Fourth to Tenth commandments
  - 2 Call to family, community, and participation
  - 3 Respect for human life
  - 4 Safeguarding Peace
  - 5 Social doctrine of the Church
  - 6 Major Themes of Catholic Social Teaching
  - 7 Love of the poor
  - 8 Living in truth
  - 9 Purity of heart