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| **Phase 3 RE Objectives (LKS2 7 - 9yrs) \***  | **HRSE** |
| **AT 1 RE Objectives** | **Resources****‘Come & See’ links** | **Core Theme 1****Diocese** | ***DfE Statutory*** | **Core Theme 2 Diocese** | ***DfE Statutory*** | **Core Theme 3 Diocese** | ***DfE Statutory*** |
| **AT1 Knowledge and Understanding** | **a) Develop Knowledge and Understanding:*** Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
* Describe, with increasing detail and accuracy:

- a range of religious beliefs- those actions of believers which arise as a consequence of their beliefs- the life and work of key figures in the history of the People of God- different roles of people in the local, national and universal Church- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | Ongoing; use scripture consistently throughout all aspects /topics themes. Also refer to sacramental study, common prayers and parts of the mass Advent, Lent, HarvestCaritas in Action; family & communityUse scripture Old and New Testaments Y3/4 Journeys & Community C&S TopicsLink with work on the church community;Y4 People & God’s people C&S topics – family of God in scripture Baptism, Reconciliation, Eucharist, confirmation(C&S topics, Y3 Promises& ChoicesY4 Called, Giving & Recieving & Building Bridges) | 3. Value themselves as a child of God4. Begin to be thankful of the gifts of God | RR – respecting diversity and being aware how stereotypes can be harmful | 3. Recognise different types of friendship, relating this to Jesus’ teachings on ‘love thy neighbour’4. know that the Church is a community of faith5.Know that they are part of many different local, national and international communities4. Know the rituals celebrated in Church that mark life, esp birth, 1. Know about forgiveness, recognising its importance in relationships and know something about Jesus’ teachings on forgiveness  | RR – the importance of respect | 1. That all people have worth & dignity as creations of God. All lives have purpose and we are all created equal.2. That giving time to prayer and reflection is a way of growing in understanding of themselves, as well as deepening their relationship with God | Respectful relationships; respecting others even when their beliefs, behaviours and choices may be very different |
| **b) Make links between:**- beliefs and sources, giving reasons for beliefs- beliefs and worship, giving reasons for actions and symbols- beliefs and life, giving reasons for actions and choices | Y3/4 Promises, Called & Choices topicsCaritas in Action – family & community,The dignity of workPrayer and LiturgyStudy of The MassLinks with the Sacraments | 1. Begin to understand that they can choose to have a friendship with God.5. Understand the similarities and differences that arise through religious diversity | RR respecting diversity | 4 & 5. Link with knowledge about sacraments as above | MW – benefits of community involvement and participationRR the importance of respecting others | 12. Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God13. How British law plays a role in protecting human rights | RR the importance of respecting others |
| **c) Use correct religious Vocabulary*** Use a range of religious vocabulary
 | Ongoing. Correct use of religious vocabulary should be developed throughout  |  | MW – having a varied vocab of words to help express experiences and feelings |  |  |  | MW – having a varied vocab of words to help express experiences and feelings |

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| **Phase 3 RE Objectives (LKS1 7-9yrs) \***  | **HRSE** |
| **AT 2 RE Objectives** | **Resources/(C&S)****’Come & See’ Links** | **Core Theme 1****Diocese** | ***DfE Statutory*** | **Core Theme 2****Diocese** | ***DfE Statutory*** | **Core Theme 3****Diocese** | ***DfE Statutory*** |
| **AT2 Engagement and Response** | **Meaning & Purpose:**- Ask & respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose | A Call to Witness – how does our faith shape how we act?C&S Y4 ‘Called’ topicWhat’s your/my mission? – mission together resourcesCAFOD Universal Church Resources & campaigns‘Caritas in Action’ themes - Rights and Responsibilities,Solidarity & the Common Good,StewardshipPope Francis encyclical ‘Laudate Si’Choices Y3 and Building Bridges Y4 C&S topics | 3. Be curious about themselves and their purpose in the world.1. Understand that they can choose to have a relationship with God.2. Identify and respond appropriately to own and others feelings | MW – recognise and talk about feelings and emotions, having the vocab to do so. RR how stereotypes can be harmful | 2 & 3. Know about positive family relationships and friendships. 4 & 5. Recognise, respect and value diversity  | F – that stable, caring relationships are at the heart of happy families RR respecting the experiences and feelings of others, when they can be very different to their own. | 1. That all people have worth and dignity as creations of God. All lives have a purpose and we are all created equal | Develop the ability to ask appropriate questions about their changing bodiesMW how to recognise and talk about their own emotions, using increasing range of vocab |
| **Beliefs & Values:**- Make links to show how feelings and beliefs affect their behaviour and that of others | 1. Understand that they can choose to have a friendship with God.2. Identify and respond to feelings in themselves and others4. Be thankful for their gifts of God6. Recognise cause & effect in their actions and their responsibility in this. | MW – how to judge how they are feeling and behaving is appropriate and proportionateMW – how to seek support when their own or someone else’s ability to control their emotions causes worry or concern | 4. Know how our religious beliefs shape our actions and behaviour inc rituals that are celebrated in Church ie Sacraments5. Begin to understand the rights and responsibilities of a community and the rules and laws that are made to protect | RR – as above. Behaviour that is appropriate and respectfulPupils should know how to take care of and protect themselves and others well-beingCF that healthy friendships are positive and welcoming, not exclusiveF – know the characteristics of healthy family life. Begin to understand the meaning of commitment | 3. Being truthful and recognising times when not to keep a secrets7 Know when, how and who to ask for help to resist pressure to do something they believe to be dangerous or wrong.8. that relationships with others involve choices and these can have positive and negative consequences. | CF – recognize who to trust and who not to trust and how some relationships make them feel.MW – how and where to seek support if they are concerned by their own or another’s well-being or behaviourLink with virtual relationships and the risks associated with online friendships |

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| **AT3 Analysis & Evaluation** | **Use of Sources as Evidence:**Use a given source to support a point of view | Sources should include Scripture (NT & OT), Parts of the Mass, Prayers Catechism, commandments, Beatitudes,Catholic Social Teaching - see CAFOD Universal Church Resources & campaigns.Also ‘Caritas in Action’ themes - Rights and Responsibilities,Solidarity & the Common Good, StewardshipPope Francis encyclicals e.g. ‘Laudate Si’Mission Together resourcesEncourage children to use the sources (i.e. scripture passage, 10 commandments, parable, psalm, etc) to support their arguments |  |  | 4. Develop knowledge of the rituals celebrated in Church & associated teachings5. Develop understanding of the rights and responsibilities of communities and the laws and rules needed to guide and protect | RR that in wider society as in school, they can expect to be treated with respect and that they should show respect to others | 11. To know that some rights are universal, these are human rights12. Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God.13 How British law plays a role in protecting human rights | CF/BS – how to recognise a source or person they can trust, how to judge when something or someone is making them feel uncomfortable |
| **Construct Arguments:**Express a point of view | 2. Identify, name and respond appropriately to a wide range of feelings in themselves and others | MW – how to recognise and talk about their emotions, thoughts and feelings, using appropriate vocabRR – express a point of view whilst avoiding stereotypes. Appreciation of how these can be harmful | 4. recognise and respect the diversity of national, regional, religious and ethnic identities in the UK and beyond | RR – the importance of respecting othersRR – the importance of respecting a different point of view | 7. Know how to ask for help and how to resist pressure to do something, against their will, or dangerous or they believe to be wrong9. To extend their vocab of emotion, to explain both the range and intensity of feelings and to recognise that they may experience conflicting emotions and how to respond | MW – where and how to seek support if they need it, are anxious or worried about somethingBS how to best express a point of view or report concerns about something and the confidence to do soMW – how to recognise and talk about their emotions, using a varied and appropriate vocab |
| **Make Arguments:**Express a preference | 6.Recognise the cause and effect in their actions and take personal responsibility | RR – express a point of view whilst avoiding sterotypes. Appreciation of how these can be harmful. | 4 & 5 As above, using sources to back up argument and respecting those of others | RR – the importance of respecting othersRR – the importance of respecting a different point of view | As above | RR the importance of respecting others, even when they are very different from them or make different choices or have different beliefsBS/MW how to express themselves with confidence |

**\* PLEASE NOTE – both Diocesan and DfE HRSE guidance is relevant to the whole of KS2. Differentiation of LKS2 & UKS2 is linked very much to the age-appropriateness of experiences and responses.**