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| **Phase 4 RE Objectives (KS2 9-11yrs) \*** | | | **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** | **Developing Knowledge & Understanding:**   * Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. * Show knowledge and understanding of: * 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 * what it means to belong to a church community * 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, Harvest  Caritas in Action; family & community  Use scripture Old and New Testaments  Y3/4 Journeys & Community C&S Topics  Link 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& Choices  Y4 Called, Giving & Receiving & Building Bridges) | 3. Value themselves as a child of God  4. Be thankful for the gifts of God  5. Recognise and respect the differences/similarities between people | RR – respecting diversity and being aware how stereotypes can be harmful | 4.Know the rituals that are celebrated in Church that mark life, esp birth, marriage and death and that these are part of Christian beliefs  4. Know that marriage in Church is a sacrament and involves God in the loving relationship between the couple. Know that it is based on mutual consent. | RR – the importance of respect  F that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long | 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 |
| **Making Links & Connections:**   * Show understanding of, by making links between:   + beliefs and sources   + beliefs and worship   + beliefs and life | Y3/4 Promises, Called & Choices topics  Caritas in Action – family & community,  The dignity of work  Prayer and Liturgy  Study of The Mass  Links 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 |  |  | 12. 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 helps in protecting human rights | RR the importance of respecting others |
| **Religious & Specialist Vocabulary:**   * Use religious vocabulary widely, accurately and appropriately | 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 4 RE Objectives (KS2 9-11yrs) \*** | | | | | **HRSE** | | | | | | | | | | |
| **AT 2 RE Objectives** | | | **Resources/**  **’Come & See’ (C&S) Links** | | **Core Theme 1**  **Diocese** | | ***DfE Statutory*** | | **Core Theme 2**  **Diocese** | ***DfE Statutory*** | | | **Core Theme 3**  **Diocese** | | ***DfE Statutory*** |
| **AT2 Engagement and Response** | **Beliefs & Values:**   * Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose | | CAFOD Universal Church Resources & campaigns  ‘Caritas in Action’  themes -  Rights and Responsibilities,  Solidarity & the Common Good,  Stewardship  Pope Francis encyclical ‘Laudate Si’  Work on Stewardship & the Common Good (C&S) see also Caritas in Action themes. Relate to scripture via Creation stories  Mission Together resources as above  How to we give ‘witness’ to our faith? How does it guide our actions eg C&S Y5/6 Life choices & Vocations topics  Also Y6 – Witnesses topic  Lots to explore through Catholic Social Teaching and our fundamental beliefs (catechism)  10 commandments, Beatitudes, baptismal promises  Y5 C&S topics; Freedom & Responsibility & Mission  Y5 C&S topic Life Choices includes Marriage  Y6 C&S topic Vocation & Commitment | | 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 and understand about positive family relationships and friendships.  4 & 5. Recognise, respect and value diversity in all communities eg. national, regional, religious, ethnic  Understanding the rights and responsibilities of communities and that rules and laws are there to protect | 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. Importance of respecting others, even when they are very different from them, or make different choices, preferences or have diff beliefs | | | 1. That all people have worth and dignity as creations of God. All lives have a purpose and we are all created equal  Recognise the effects of change and how they respond to it e.g. transition to a new school | | Develop the ability to ask appropriate questions about their changing bodies  MW how to recognise and talk about their own emotions, using increasing range of vocab  MW – the importance of discussing their feelings with an adult and seeking support if they are worried, anxious, feel isolated or lonely |
| **Meaning & Purpose:**  Show understanding of how own and other’s decisions are informed by beliefs and moral values | | 1. Understand that they can choose to have a friendship with God.  2. Identify and respond to feelings in themselves and others  4. Be thankful for their gifts of God  6. Recognise cause & effect in their actions and their responsibility in this.  7. Take increased responsibility for their safety and that of others | | MW – how to judge how they are feeling and behaving is appropriate and proportionate  MW – 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 Sacraments inc Marriage  That marriage in Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent.  5. 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 respectful  Pupils should know how to take care of and protect themselves and others well-being  CF that healthy friendships are positive and welcoming, not exclusive  F – 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 secrets  7 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.  6. How to manage personal safety | | 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 behavior  Link with virtual relationships and the risks associated with online friendships. How to manage personal safety |
| **Phase 3 RE Objectives (LKS1 7-9yrs) \*** | | | | **HRSE** | | | | | | | | | | | |
| **AT 3 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*** | |
| **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, Stewardship  Pope Francis encyclicals e.g. ‘Laudate Si’  Mission Together resources  Encourage children to use the sources (i.e. scripture passage, 10 commandments, parable, psalm, etc) to support their arguments as well as resources from faith groups such as Caritas, CAFOD, CAN, Missio  Think also of the 17 Sustainable Development Goals (SDGs). Link with Global Learning | |  | |  | | 4. Develop knowledge of the rituals & Sacraments celebrated in Church & associated teachings  5. 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 rights  12. 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, | |
| **Construct Arguments:**  Express a point of view and give reasons for it | 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 vocab  RR – 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 others  RR – 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 wrong  9. 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 something  BS how to best express a point of view or report concerns about something and the confidence to do so  MW – how to recognise and talk about their emotions, using a varied and appropriate vocab | |
| **Make Arguments:**  Arrive at judgements | 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 others  RR – the importance of respecting a different point of view | As above | | BS/MW how to express themselves with confidence  BS - how to judge when something or someone is making them feel uncomfortable | |
|  | **Recognise Diversity**  Recognise difference, comparing and contrasting different points of view |  | |  | | 4. recognise and respect the diversity of national, regional, religious and ethnic identities in the UK and beyond | | | RR – the importance of respecting others  RR – the importance of respecting a different point of view |  | | RR the importance of respecting others, even when they are very different from them or make different choices or have different beliefs | |

**\* 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.**